American Reinvestment and Recovery Act (ARRA)
School Improvement Grant (SIG)
Section 1003(g)
Cohort 2009–10

Request for Applications (RFA)

Applications must be received by the California Department of Education (CDE) no later than 4 p.m. on July 2, 2010

California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
California Department of Education
1430 N Street, Suite 6208
Sacramento, CA 95814-5901
916-319-0833
http://www.cde.ca.gov/sp/sw/t1/regsig09rfa.asp

Revised June 17, 2010

SIG Application Checklist

Required Components

The following components must be included as part of the application. Check or initial by each component, and include this form in the application package. These forms can be downloaded at http://www.cde.ca.gov/sp/sw/t1/regsig09rfa.asp. Please compile the application packet in the order provided below.

Include this completed checklist in the application packet

_____Form 1 Application Cover Sheet
(Must be signed in **blue ink** by the LEA Superintendent or Designee)

_____Form 2 Collaborative Signatures
(Must be signed in **blue ink** by the appropriate personnel at each school selected for participation and by the LEA Superintendent or Designee)

_____Form 3 Narrative Response

_____Form 4a LEA Projected Budget

_____Form 4b School Projected Budget

_____Form 5a LEA Budget Narrative

_____Form 5b School Budget Narrative

_____Form 6 General Assurances
            Drug Free Workplace Certification
            Lobbying Certification
            Debarment and Suspension Certification

_____Form 7 Sub-grant Conditions and Assurances (three pages)

_____Form 8 Waivers Requested

_____Form 9 Schools to Be Served Chart

_____Form 10 Implementation Chart for a Tier I or Tier II School

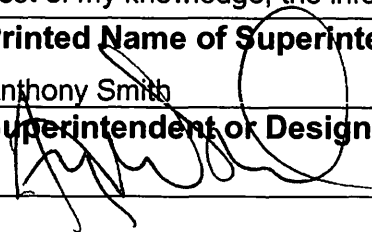_____Form 11 Implementation Chart for a Tier III School, (if applicable)

SIG Form 1–Application Cover Sheet

School Improvement Grant (SIG)
Application for Funding

APPLICATION RECEIPT DEADLINE
June 1, 2010, 4 p.m.

Submit to:
California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814
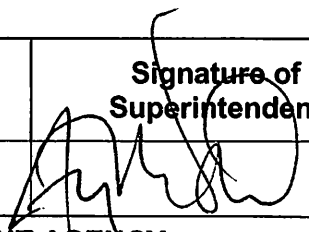
NOTE: Please print or type all information.

County Name:	County/District Code:
Alameda County	01-61259

Local Educational Agency (LEA) Name	LEA NCES Number:
Oakland Unified School District	

LEA Address	
1025 2nd Avenue	

City	Zip Code
Oakland	94606

Name of Primary Grant Coordinator	Grant Coordinator Title
David Montes de Oca	Coordinator, Office of Charter Schools

Telephone Number	Fax Number	E-mail Address
510-879-8349	510-879-1844	David.Montes@ousd.k12.ca.us

CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding.

I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.

Printed Name of Superintendent or Designee	Telephone Number
Anthony Smith	510-879-8200

Superintendent or Designee Signature	Date
	May 20, 2010

SIG Form 2–Collaborative Signatures (page 1 of 2)

Collaborative Signatures: The SIG program is to be designed, implemented, and sustained through a collaborative organizational structure that may include students, parents, representatives of participating LEAs and school sites, the local governing board, and private and/or public external technical assistance and support providers. Each member should indicate whether they support the intent of this application.
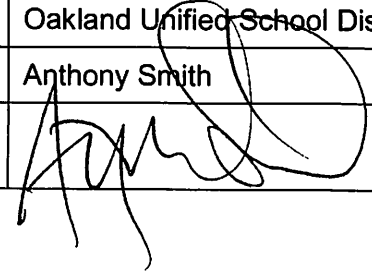
The appropriate administrator and representatives for the District and School Advisory Committees, School Site Council, the district or school English Learner Advisory Council, collective bargaining unit, parent group, and any other appropriate stakeholder group of each school to be funded are to indicate here whether they support this sub-grant application. Only schools meeting eligibility requirements described in this RFA may be funded. (Attach as many sheets as necessary.)

Name and Signature	Title	Organization/ School	Support Yes/No

SIG Form 2, Collaborative Signatures, has been removed due to privacy concerns. Each school's SIG Form 2 is on file with the CDE. See the CDE's Public Access Web page at http://www.cde.ca.gov/re/lr/cl/pa.asp for information about obtaining access to these forms.

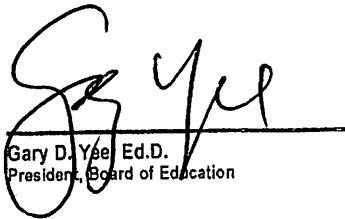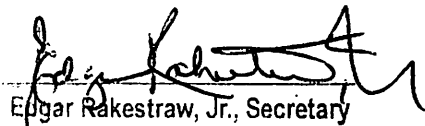## SIG Form 2–Collaborative Signatures (page 2 of 2)

School District Approval: The LEA Superintendent must be in agreement with the intent of this application.

CDS Code	School District Name	Printed Name of Superintendent	Signature of Superintendent
01-61259	Oakland Unified School District	Anthony Smith	
CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY			

Applicant must agree to follow all fiscal reporting and auditing standards required by the SIG application, federal and state funding, legal, and legislative mandates.

| LEA Name:	Oakland Unified School District
Authorized Executive:	Anthony Smith
Signature of Authorized Executive	

Gary D. Yee, Ed.D.
President, Board of Education

Edgar Rakestraw, Jr., Secretary
Board of Education

SIG Form 3: Narrative Response

i. Needs Analysis

Introduction

Over the past several months, OUSD has worked with the five schools designated as "persistently low achieving," along with their respective communities, to determine the most effective strategies for accelerating the improvement of these schools. After careful consideration of all the options, and recognizing the unique character of each school, we are adopting a differentiated approach to school improvement. We will close one of the schools, we will adopt a *Transformation* model for two of the schools, and we will continue with existing reform strategies at two of the schools.
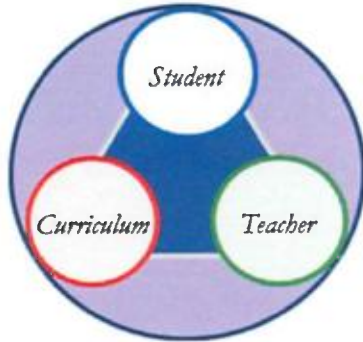
School	Model
Explore College Prep	Closure
Elmhurst Community Prep (ECP)	Transformation
United for Success Academy (UfS)	Transformation
Alliance Academy	Continue with Existing Strategies
Roots International Academy	Continue with Existing Strategies

After a thorough needs analysis—described in more detail below—we determined that the two *Transformation* schools needed to focus on improving instruction for their students who are English Language learners (ELs). Our plan is to significantly enhance the ability of all teachers to address the needs of ELs, with a particular focus on English Language Arts (ELA) and math. This focus will allow the schools and the district to align and concentrate their resources, and will enable teachers to embrace the reforms without being overwhelmed by competing initiatives. A coherent and focused plan will also facilitate our engagement with the community and partner organizations, as we seek additional resources and support for the key strategies.
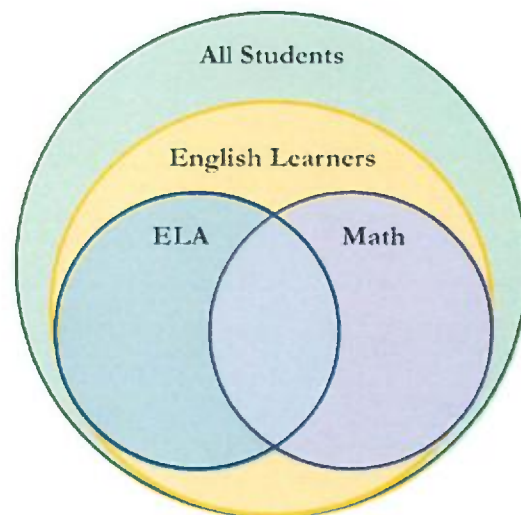
The transformation plans for these two schools encompass, and expand upon, the three core components of effective instruction: students, teachers, and the curriculum.

Students' experiences will significantly change next year: they will be in school longer;

they will interact with more adults in their environment; and they will each develop, monitor, and receive feedback on individual learning goals. Teachers' practices at the schools will also change: they will regularly engage in collaborative inquiry around student achievement; they will differentiate their instruction to meet the unique needs of all students, especially English learners; and they will coordinate student support efforts across classes and in conjunction with integrated extended-day programs. The curriculum will be substantially revised: teachers will develop, implement, and evaluate curricula specifically designed to support English learners; intervention programs— integrated into, and supplementing core classes—will reinforce and extend the curriculum; and the curriculum will be expertly aligned within and across grades, addressing the California state standards, while recognizing the unique context of each school.

Teachers at these transformation schools are committed to enacting the changes necessary to ensure the success of each of their students. However, the teaching environments at these two schools have not traditionally supported this relentless focus on student learning; therefore, we will institute a number of changes that will enable and encourage teachers to consistently engage in quality teaching.

First, we will recognize teachers' need to learn from one another by providing remuneration for summer planning retreats and weekly extended collaboration time. By honoring the collaborative nature of the teaching profession, we will increase teachers' instructional capacity as well as provide an incentive for teachers to remain at their schools.

Second, we will temporarily expand the leadership team and increase the number of coaches at each site—to both build teachers' instructional capacity and facilitate cohesion across the schools and with the district. This robust level of support will also enhance teachers' sense of professionalism and encourage them to sustain their dedication to their schools.

Third, we will provide additional instructional materials to support teachers as they shift their practice, in particular differentiating their instruction for English learners; these materials include computer-based intervention programs, books and computers for classrooms, and laptops for each teacher. These materials and this equipment will allow teacher to expertly accomplish their work, increasing their sense of efficacy and consequent commitment to their schools.

The focus on improved teaching quality will be supported by a high quality principal and leadership team who are committed to continuous program improvement and individualized, intensive development of each teacher. The leadership team at
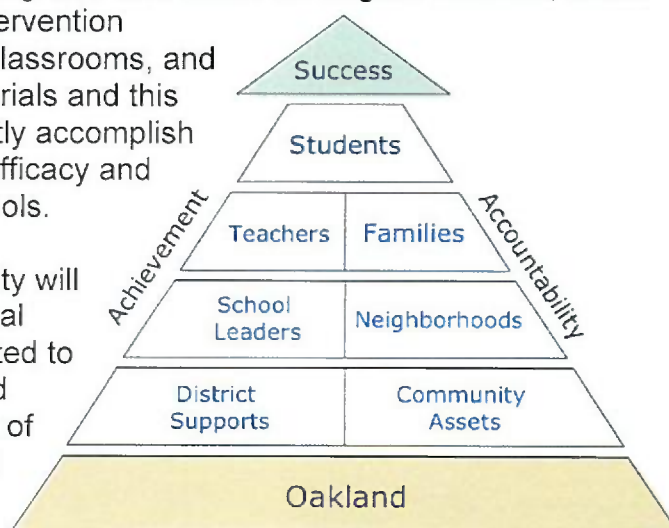
each school will be provided with resources to engage in extended inquiry and planning during the summer and across the school year. Each leadership team will be supported by a specialized leadership coach, they will participate in a small cohort of schools with similar needs, and they will be nurtured, guided, and supervised by a Network Executive Officer (NExO).

In addition to an expanded leadership team, each school will have several coaches supporting the learning of ELs across the subject areas, concentrating on ELA and math. This group of coaches, along with the principal and assistant principal, will form the instructional support team at each school. Each school's instructional support team will engage in three sets of activities. One, they will set short-term goals for the school, monitor their progress toward those goals, and adjust the school's programs and practices accordingly. Two, they will coordinate their efforts to ensure that each teacher is receiving the type and level of support that will most effectively enhance his or her teaching. And three, they will regularly review and revise the transformation plans, interfacing with central office personnel to ensure that they are receiving the requisite amount of support, guidance, and oversight.

While an intensive focus on enhanced classroom instruction is the core of our plan, we know that it will not be successful without changes to the school and district systems that guide, support, and provide accountability around instruction. OUSD already has some of these support systems in place, and will refine these, as well as develop new systems, during the initial phase of this grant. OUSD schools have significant autonomy regarding budget and staffing decisions; this autonomy will be critical for making some of the changes that are central to this grant. The district is developing sophisticated systems for identifying, recruiting, and retaining high quality teachers and will utilize this system to ensure placement of high quality teachers at each of the transformation schools. Finally, the district's teacher evaluation policy provides ample opportunities for observation and feedback, and allows for the use of student achievement data as part of the evaluation process. We are working with the teachers' union to bolster the use of student data within our evaluation system.

Each of these schools is located in a vibrant and unique neighborhood, and we recognize the critical importance that families and the broader community play in the education of each child in these neighborhoods. Consequently, we have built into the transformation plans substantial resources for enlisting families in the collective education of their children, and for harnessing community resources to both support the schools and hold them accountable for students' success.

The strategies developed and refined at each of these transformation schools will be shared between the two schools and those that prove particularly effective will ultimately be incorporated into schools across the district. These schools will therefore serve as pilot sites for each of the strategies developed as part of this plan; the additional resources will encourage innovative thinking, and enable a modicum of risk-taking that is not possible within schools with scarce resources.

Assessment Instruments Used

OUSD employs a comprehensive, ongoing, and multi-pronged assessment program for its schools, staff, and students, as follows. These assessment instruments were integral pieces of the SIG needs assessments conducted at each school and by district personnel:

California Standards Tests (CST) measure the achievement of California content standards in English-language arts, mathematics, science, and history-social science (for grades two through eleven). These test scores are aligned with OUSD district benchmark tests and are used to evaluate student progress on standards-based instruction.

California English Language Development Test (CELDT) is used to identify students who are limited English proficient and to determine the level of English language proficiency. The test is also used to assess the progress of limited English proficient students in acquiring the skills of listening, reading, speaking, and writing in English.

OUSD Benchmark Testing: Teachers administer this standards-based common assessment four times per year in Math, three times per year in English Language Arts, and two times per year in both Science and World Languages. These benchmark assessments are designed:

- To provide teachers, principals, and other stakeholders with timely and relevant information about students' learning so that they may strengthen and enhance specific areas of instruction.
- To expose students to grade-level standards and high levels of academic rigor and provide real-life test-taking experiences so that they feel prepared to succeed on the CST.

Use Your Voice Survey: This annual survey is given to teachers, other staff, students, and parents at every school in Oakland. The survey assesses in detail satisfaction with the overall performance of the school as well as with many aspects of instruction, staff satisfaction, family and community involvement, safety, staff performance, and district strategy.

School Walkthroughs: NExOs, district personnel, and peer principals participate in periodic walkthroughs of each school to evaluate the overall program and practices, highlight specific strengths and areas for growth, and offer suggestions for ongoing improvement. The walkthrough teams utilize a common protocol for observations and engage in a structured inquiry process for analyzing the data and engaging in reflective inquiry with the school leadership team.

Cambridge Education Quality Review: This comprehensive quality review of school performance has been carried out over the past four years with more than 25 Oakland district and charter schools. The reviewers gather evidence by observing learning in

classrooms, interviewing stakeholders, and assessing student performance results. The evidence gathered is used to set an agenda for change and school improvement.

During the 2008-09 school year, Cambridge Education conducted a review of ECP. The review covered student achievement, quality of instruction, school leadership and management, community involvement, and school environment.

In order to increase internal capacity, OUSD staff have learned the Cambridge review techniques and incorporated best practices into district evaluation tools. These tools, including the OUSD's own School Quality Review are now being used with schools that were not formally included in the Cambridge reviews. Both ECP and UfS completed the OUSD School Quality Review in May 2010 to identify their most critical needs as part of the SIG process.

District personnel, teachers, and administrators regularly use the findings from these various assessments to determine student needs, drive academic goals, and improve alignment with instruction and programs. The results of these assessments, and several other site-specific tools, inform both the Single Plan for Student Achievement (SPSA) and the schools' Professional Development Plan (both provided as attachments).

Roles and Responsibilities of LEA, School Personnel, and Partners

Evaluating the overall performance of every OUSD school, including these five low-performing schools, is the responsibility of the Network Executive Officers (NExOs). NExOs are ultimately accountable for student performance at each of their network schools. They address this through the frequent analysis of data; regular learning-oriented walkthroughs of each school; monitoring, evaluating, and supporting principals; brokering the provision of professional development programs and coaching; and forging relationships with families and community groups in support of the schools. NExOs therefore have an intimate knowledge of student achievement at each of their schools, as well as a thorough understanding of each school's needs—this knowledge has been invaluable throughout the SIG application process.

Each NExO draws on resources inside and outside of OUSD to make assessments of the principals and schools. The district office of Research and Assessment provides support to NExOs, principals, school staff, district staff, and all community stakeholders by assembling and analyzing student testing data over the course of time.

The district's Office of School Portfolio Management is responsible for structures that help OUSD move to a system where every family has access to at least two quality school options in their neighborhood, and the ability to select from a diverse range of educational options throughout Oakland. OUSD believes that all schools must be held to the same high standards of accelerating academic achievement to grade level and beyond for all students. In order to achieve this goal, OUSD differentiates the support and intervention each school receives. The Department of School Portfolio Management is responsible for this support and intervention, including increased

monitoring for low-performing schools. Both Elmhurst and United for Success are receiving targeted support during the SIG process and were supported in the needs assessment by this department.

At the school sites, principals work with their teacher leaders to collect and analyze student data. The enlarged administrative teams and additional coaches at each site will enhance their ability to effectively analyze, and apply the findings from, student data.

Community partners have also participated in the needs assessments at both ECP and UfS. Oakland Community Organizations (OCO) assisted in convening groups of parents and families from each school to assess the schools needs and each of the four intervention models using a format prepared by the NExO's. School staff were also convened, both with parents and separately, to do the same assessment. Additionally, the Oakland Schools Foundation (OSF) is supporting OUSD during this process, facilitating much of the grant application process and organizing the information from needs assessments and data collection.

Process for Analyzing and Selecting the Model

The NExOs led a needs-assessment and model-selection process for each of the "persistently low-performing" schools, in conjunction with the staffs of each school, district departments, community partners, and families of students attending the school. With the support of OCO, each of the schools facilitated steering group meetings to analyze school data and review each of the SIG models in detail. In these meetings, families, community members, and staff discussed the pros and cons of each intervention model in relation to student performance, leadership capacity, current quality of instruction, family involvement, school culture, and other community variables. Additional community input was sought in two public hearings held at schools in the communities where the affected families live.

Each principal assembled a report (please see attached) that included the input from these meetings, as well as a recommended model, and presented it to their NExO. The NExO's and other central office personnel reviewed each school's report in the context of their own evidence, and made final recommendations to the Superintendent.

Findings About Student Achievement

After a thorough review of the achievement data described above, a number of need areas were uncovered, though one specific area predominated: consistent, high-quality instruction for English Learners (EL). This group of students, ranging from beginners through intermediate, consistently performs poorly at each school, and the instructional strategies employed to address their needs are rudimentary at best.

Student achievement is quite low across subject areas in both schools, yet the school staffs, after carefully analyzing the data in respect to their instructional practice, are confident that a specific focus on English language development and strategies for

teaching ELs will have a profound impact on achievement in all areas. Native English speakers also do not demonstrate particularly high achievement at either school; however, the key strategies for supporting ELs—such as differentiation, multiple representations, and scaffolding—will have a positive impact on every student in every classroom.

Findings About Practices and Potential Improvement

Teachers and principals, with the support of the central office, engaged in an extensive review of their most common instructional practices, and assessed the supports that are available to enhance their practice. Each of the major issues identified was present in all of the schools, though they varied slightly in relative importance and degree of intensity. It is notable that the level of variation within any one school, even across one grade level, far exceeds the variation among schools.

The main findings are as follows:

- Overall, the five schools are employing instructional materials that are aligned with California's standards.

- Each school utilizes the district's pacing guides in initial course planning, but adherence to these guides varies across schools, and typically involves only infrequent checks for alignment.

- Each school, in particular ECP, has built some capacity to develop, administer, and analyze student data to inform instruction, but none of them engage in this practice regularly.

- Each school administers the district benchmark assessments, and each has developed a few internal common formative assessments, though their quality and frequency varies. ECP in particular has begun to track students through the use of frequent formative assessments.

- Teachers need support in providing differentiated interventions during core classes. Both ECP and UfS have specifically determined the need to provide focused support for 6th graders. This strong academic focus will provide a foundation for student learning moving forward into 7th and 8th grade.

- Each school has developed an extended-day intervention program to address the needs of students who are not proficient on the standards in a particular subject area, but the level of differentiation and intensity of supports is not sufficient to ensure the success of each student.

- Each school has identified the need to increase teacher collaboration time, both during the year and in the summer.

- Each school has identified a need for site-embedded instructional support in the form of coaches who also teach part of their time.

- The current teachers at each site have been rated satisfactory or above on OUSD's teacher evaluation tool.

- The principals at each school have received consistently high performance ratings, and are esteemed as some of the most expert and committed principals in the district.

- The district has been working closely with each school to align federal, state, and private resources to support improved school performance, aligned with, and supplemental to, the funds requested in this grant application.

As a result of the needs analysis conducted at each school site, it was decided that two of the four schools, Elmhurst Community Prep (ECP) and United for Success Academy (UfS) will undertake the *Transformation* SIG model. And, based on the needs assessments at Roots International Academy and Alliance Academy, they will both continue implementing the effective strategies that they have established over the last two years. Explore College Prep will close during the summer of 2010.

ii. Selection of Intervention Model(s)

NExOs, staff, families, and community members conducted a thorough analysis of data and a detailed review of each of the intervention models. Central office personnel reviewed each school's report in relation to additional district evidence and district capacity, and in the end, the superintendent determined to pursue the following models:

- **ALLIANCE ACADEMY** was reconstituted (from Elmhurst Middle School) and launched as a small school in the academic year 2005-06 under OUSD's small school policy. The school made substantial progress in its first three years, as the API rose by 102 points from 538 to 640. Though the API stagnated from 2008-09, the school continues to implement a variety of innovative programs. We are also concerned that the particular method used to assign a school like Alliance to the "lowest-performing" list does not adequately account for the progress that is underway at the school, since the assessment includes factors pre-dating the reconstitution as a new small school.

  Alliance 7th graders have shown more growth than any other middle school in Oakland, according to district benchmark testing. However, the number of students proficient in math has historically dropped from the 7th to the 8th grade.

  OUSD has concurred with community and staff at Alliance that each of the four intervention models would substantially disrupt the school's overall forward progress, and we are therefore not proposing a SIG for this school. The closure option would be particularly disruptive, but under each of the other models there would need to be substantial change in school staff and leadership at a time that OUSD is confident that this team is showing positive results.

- **ROOTS INTERNATIONAL ACADEMY:** Similar to Alliance Academy, Roots was reconstituted as a small school in the 2005-06 school year, with a new principal and a plan for action and re-designed programming. In the case of Roots, however,

overall progress has been slower, according to CST scores and district benchmark tests. But, OUSD is confident in this leader and the strategies put in place to continue improvement efforts with this community. In addition, Roots is one school in the Havenscourt neighborhood, which is expected to be one of the primary target neighborhoods in Oakland's application to the Federal Department of Education for Promise Neighborhood funding. This application will include a major review of instructional practice and substantial investment in new programming, and it is clear that requesting both SIG funding and the Promise Neighborhood funding would be unnecessary and may even be prohibited. With OUSD's confidence in the leadership skills of the current principal, who has been at the school for more than two years, Roots is receiving targeted support from the central office and will have increased resources over the next five years.

OUSD has also concurred with community and staff at Roots that each of the four intervention models would significantly disrupt current investments in the school's programming and our plans for the Promise Neighborhood application. We are therefore not requesting SIG funding for this school. The closure option would be particularly disturbing to parents and students, but under each of the other models there would need to be substantial change in school staff and leadership at a time that OUSD is confident that this team is showing positive results.

- **ELMHURST COMMUNITY PREP:** Elmhurst was reconstituted as a small school in Oakland in 2006-07. The current principal was first a teacher and an Assistant Principal at Elmhurst. After four years of service to the school, she was hired as the instructional leader in 2009-10. To some extent, OUSD and the school community have questioned why this school has been included in the "lowest-performing" list, since they have shown an impressive increase in API over the past three years. However, Elmhurst did launch the same process of review and recommendation that has been conducted at the other schools.

  A thorough review of the school's performance conducted by Cambridge Education in spring 2009 identified a number of areas of improvement that the new principal has begun to address this year, including more effective school management techniques and supervision of teacher performance, improvement of programs focused on character development, and increased use of student-specific data to set student and school goals.

  During the community and staff review meetings, the Transformation model was considered favorably in part because it would allow the school to continue and expand some of these initiatives – including deeper support for family engagement, stronger academic intervention programs, and a more comprehensive Professional development plan to help teachers address the needs of English Learners.

  Certain elements of the Transformation model have been launched in the last two years. In addition to hiring a the new principal this year, new staff have been attracted to the school, and there has been greater focus on expanding the number

of children participating in after-school programs linked to the school-day curriculum. As a result of these reforms, Elmhurst has increased student outcomes, as evident in the school's dramatic API growth.

Each of the other intervention models was considered by OUSD and school staff and community to be too disruptive to the plans that are already underway at the school, or repetitive of initiatives in the last few years (e.g., replacing the principal and recruiting new teachers). In particular the Turnaround and Closure models had these characteristics that the community, teachers, staff, and the district felt would be more disruptive than supportive. The Restart model had the potential for substantially increased flexibility, but staff and parents were concerned about the disruption to the current positive school environment and the difficulty of making such substantial changes so quickly, without sufficient time for planning before the next school year.

- **UNITED FOR SUCCESS ACADEMY (UfS)**: UfS was reconstituted as a small school in 2006-07. The current principal was hired this year (2009-10). The same process of review and recommendation has been carried out at UfS as at the other schools.

  UfS has a number of strong characteristics that were highlighted in the community and staff reviews of alternatives, but overall the school is struggling. For example, the API in 2009 was 570 (no data available in 2008). On the other hand, the new principal has a vision for helping move the school in the right direction, and there are staff and parents who are very supportive. As a result of new leadership, successes can be found in improving staff relationships, increasing student outcomes, and a growing sense of safety on campus.

  In the review of pros and cons of each of the intervention models, parents and staff agreed that the Transformation model offered the most opportunity for success for children, since it would provide transitional funding for English Learner programs, extended learning time, and support for enhanced professional development and various academic interventions that are not currently available. OUSD supported this recommendation as consistent with the strengths of the school's leader and the potential for school improvement.

  Each of the other intervention models were considered too disruptive by staff and parents, and OUSD agrees. Closure would be a major burden on the local families that make up the majority of the UfS student body. Both the Restart and Turnaround models would require repeating much of the leadership and staff turnover that has occurred when the school was created in 2005 and that to some degree has continued since then (with a new principal just this year).

- **EXPLORE MIDDLE SCHOOL:** Based on low enrollment and low achievement, OUSD identified Explore as a focus school in December 2009, after conducting a comprehensive needs assessment. Explore Middle School has been a Program Improvement school since 2008, and has also had declining enrollment since 2008.

The overall Academic Performance Index had declined by 99 points to 552 over the past three years. In addition, enrollment has been declining for at least two years. A series of community meetings were held over the course of the past year to discuss issues and potential solutions. A broader assessment of school performance trends in middle schools in East Oakland showed that overall middle-school capacity significantly exceeded the number of students enrolled in the area. The closest middle school in the area, Frick, improved by 40 API points to 597 in the previous year, with a strong principal and an evolving school culture that promises to continue to improve overall performance. In addition, students from Explore will have access to a number of other middle schools with stronger academic performance than Explore (Montera, Bret Harte, and others).

These factors led to the recommendation to close Explore Middle School after the end of the 2009-10 academic year. None of the other intervention models made financial or academic sense for the children at Explore, given the excess school capacity in East Oakland and the availability of other middle schools in Oakland that are providing better results.

iii. Demonstration of Capacity to Implement Selected Intervention Models

OUSD Background and Results

As California's most-improved school district over the last five years, Oakland Unified has built substantial systems for supporting student success, enhancing the strategic use of resources at schools and in the central office. Overall, 20 schools experienced a double-digit surge in Math, 23 schools made similar advances in ELA, and 14 schools grew by double digits in both Math and ELA. While a large number of elementary schools demonstrated accelerated achievement, their counterparts in OUSD middle schools also made impressive strides, boosting performance by 6.5 percentage points in Math and 4.8 percentage points in ELA. Seventy-eight percent of elementary schools saw increases in Math, while 88 percent gained ground in ELA. Eighty percent of middle schools improved in both Math and ELA. This steady growth helped increase District-wide proficiency rates by 5.5 percentage points in Math and 4.9 percentage points in English, outpacing the state averages of 3 percent and 4 percent.

While there are many factors that have contributed to the district's success, we have identified several key reform efforts that have particularly impacted OUSD schools, including increased student engagement; units and lessons based on the state standards – emphasizing key standards; frequent formative assessments; a comprehensive, individualized approach to reading in the early grades; an expansion of the Swun math program from elementary into middle schools; increased teacher collaboration in the form of Professional Learning Communities. OUSD has supported each of these efforts through robust professional development for principals and teachers, allocation of coaching support to assist schools in adapting the reforms to their own unique needs, and guidance from NExOs regarding how to integrate these reforms into schools' extant programs.

These strategies helped to boost overall student performance, but also have helped to close the achievement gap. Over the past few years, OUSD has seen notable improvement on the CST across all traditionally underperforming subgroups of students in both Math and ELA.

The most recent data continues what is now a seven-year trend. From the 2002-2003 school year through the 2008-2009 school year, the percentage of students achieving proficiency in ELA has increased sharply across all subgroups while overall ELA proficiency rates have nearly doubled from 19 percent in 2002-03 to 36 percent in 2008-09. Statewide, ELA proficiency increased by 15 percentage points during this same period. Similar results were achieved in Math where the overall proficiency rate grew from 21 percent in 2002-03 to 39 percent in 2008-09, while just 11 percentage points were added to the statewide average.

SIG Process

As described above, OUSD launched a community-informed process of selection of the intervention models for the district's five Tier I and Tier II schools. As a result of this process and in consideration of additional factors that we will detail below, OUSD will support two of the five schools to implement the Transformation Model. One of the five schools will close. And, the remaining two schools are not included in this application for SIG funding, as they will continue to implement the strategic reforms that have been successful over the past three years. These schools, in varying degrees, have implemented strategies that have created improved student outcomes. As is detailed in the Needs Analysis, Alliance Academy has shown impressive results, especially in math. Roots, though struggling to show consistent increases in student achievement, has most of the essential components in place, and will participate in support systems that the district is implementing in order to ensure they succeed.

All of the OUSD schools on the list have demonstrated at least 50 points of API growth over the past five years. In the case of Alliance and Elmhurst, both schools have topped 100 points in API growth over the past five years. These figures are well above the state average and a dramatic improvement from the schools that existed on these same sites before these new, small schools were opened.

In addition to the strategic reforms in place and the increased district support, Roots has been designated to participate in OUSD's application to the Department of Education for the Promise Neighborhood Grant. Roots shares a campus with Coliseum College Prep Academy (the district's only 6th-12th grade school), and two elementary schools. This campus will serve as an anchor of the Promise Neighborhood application, and will over the next few years receive broad-based support from city-wide partners, non-profit agencies, and others. In preparation for this application, OUSD has undertaken a significant community engagement and planning process and is committed to including the community's voice in all major decisions.

Both in concert with and as a result of the SIG process, OUSD has launched a multi-faceted process that will help us discover, understand, and implement the necessary

reform measures at the target schools, as well as apply what is learned through this process to schools across the district.

Supporting SIG Implementation

OUSD has collaborated with each school community to develop implementation plans that align with the *Transformation* model, and the Superintendent is committed to fully implementing each of these plans. The district's office of School Portfolio Management will lead the implementation process, working closely with each school's NExO, as well as other relevant district personnel.

Each school will receive consistent focused support as they begin the implementation process. This support includes expert advice in the areas of instruction, data analysis, and school systems, as well as frequent opportunities to engage in inquiry around, and receive feedback regarding progress. Additional non-SIG schools are also adopting a number of the reforms outlined in this plan, and these schools will form a collaborative group that will provide feedback and guidance to the transformation schools.

District Capacity to Support SIG Reforms

OUSD has a long history of encouraging innovation in schools and providing support and guidance to schools as they adopt and adapt new, research-based strategies. The district was one of the earliest sites for development of small schools – supported by multiple grants from the Gates Foundation – and now more than 40% of its schools have undergone a small school redesign process. Recent data indicate that students at these schools consistently outperform other district schools.

OUSD's office of School Portfolio Management was specifically designed to provide differentiated support and guidance to schools, and will shepherd these SIG schools through the transformation process. Each school is a member of a small network of schools, through which they will receive ongoing support and feedback, as well as disseminate what they are learning. These networks are led by NExOs, who will provide concentrated support to the SIG schools and consistently engage with each school's community to champion the reforms and assess impact.

Additional resources that will support implementation include: (1) assessment instruments and analysis tools developed by the Research and Assessment Department; (2) instructional materials developed by the Instructional Services Department; (3) engagement and analysis tools provided by the Family & Community Office; and (4) the Results-Based Budgeting system – which provides schools with the flexibility needed to allocate resources where needed and adjust those resources in response to data.

Each of these schools has participated, and will continue too participate in summer institutes regarding instructional strategies, collaborative approaches to inquiry and planning, and engagement of families and the broader community.

<u>Serving Schools Outside of SIG:</u>

Roots will be part of the Promise Neighborhoods, but we need to build upon the current foundation in order to best craft this reform approach. Unfortunately, the SIG timeline is incongruent with Promise Neighborhood timeline, and we don't want to start one initiative and then change course within the next two years. Thus we will wait until we implement the Promise Neighborhood plan before addressing whole school redesign. We want the potential transformation model to be done in context of this work, not prior.

Alliance has demonstrated consistent improvement these past few years, and we want to ensure continuity of improvement, acknowledging that they will require some additional supports from the district. The principal is doing an outstanding job, and we want to support her as she continues on the current trajectory.

iv. Recruitment, Screening, and Selection of External Providers (if applicable)

OUSD will engage external partners to assist with several key aspects of the transformation process. Utilizing partners will allow us to take advantage of expertise beyond OUSD, build OUSD's capacity in the areas addressed by the partners, and remain flexible as conditions change at each school.

OUSD's criteria for selecting partners include the following elements: (1) experience working in OUSD or a similar district; (2) demonstrated expertise in the areas where they will provide services; and (3) a record of successfully supporting school improvement. The partner selection process will begin with an initial informational meeting where potential partners will be apprised of the content and scope of services required. Each interested partner organization will then present a brief outline of how they might best meet OUSD's needs. OUSD staff will then evaluate each partner organization, drawing on information from the presentations, references, and experience in OUSD. Finally, each partner's approach will be assessed for how well it complements the approach of others involved in supporting the schools' transformation.

Examples of partner organizations that we will invite to participate in this process include: the Bay Area Coalition of Equitable Schools, the Oakland Schools Foundation, WestEd, Partners in School Innovation, Action Learning Systems, Assessment for Learning, Paragon, Kagan, Performance Fact, and the OUSD Office of School Improvement Services. Each of these organizations has worked extensively with OUSD and demonstrated success in supporting school improvement.

Four partner organizations have already been selected, based upon their current work in OUSD and the unique nature of the services that they provide. These are Citizen Schools, New Leaders for New Schools, Oakland Schools Foundation, and UC Berkeley's Leadership Connection for Justice in Education.

Citizen Schools (CS) partners with middle schools to expand the learning day for children in low-income communities across the country. CS mobilizes a second shift of

afternoon educators, who provide academic support, leadership development, and "apprenticeships" – hands-on projects taught by volunteers from business and civic organizations. With this support, students develop the skills they need to succeed in high school, college, the workforce, and civic life. CS will provide support for the extended day program at UfS and Elmhurst, as discussed earlier in this application. Citizen Schools has experience working in OUSD's transformation schools, including UfS, and has demonstrated the success of its programs at schools across the country.

CS has shown impressive results, as illustrated in their Massachusetts ELT pilot program, at the Edwards Middle School in Boston. There they work with all 6th graders and a subset of 7th and 8th graders.
- In the first ELT year (2006-07), 6th grade math proficiency rates increased from 15 percent to 32 percent and passage rates increased from 48 percent to 70 percent.
- Among 8th graders, ELA proficiency increased from 40 percent in 2005-06 to 71 percent in 2008-09 and math proficiency increased from 12 percent to 56 percent, surpassing the state average and reversing the achievement gap.

The Oakland Schools Foundation (OSF) will provide both schools with support in strengthening and formalizing their Family Engagement Programs, through the FamELI Collaborative (Family Engagement and Leadership Initiative). OSF has supported 12 Oakland public schools over the past four years in developing and strengthening their family engagement and leadership programs, in order to support student success. OSF has since 2003 supported OUSD schools with comprehensive support services in operations, resources development, and community outreach, and raised more than $10 million for Oakland schools.

UC Berkeley's Leadership Connection for Justice in Education (LCJE) will assist OUSD in developing the leadership team retreats. LCJE has been a partner with OUSD for over a decade, preparing school leaders and providing coaching for principals and assistant principals. Twenty-one current OUSD principals and 14 assistant principals have been prepared through LCJE's Principal Leadership Institute (PLI).

Schools led by PLI principals consistently register student performance that is above average for the district, and these principals experience less turnover than those prepared through other programs.

A representative from each partner organization will serve on the Transformation Coordination Committee for the school, meeting regularly to analyze data, provide guidance for the overall process, and align efforts across organizations. In addition, OUSD will set benchmarks for the work of each partner organization and meet with the partners quarterly to assess progress toward those benchmarks.

v. Align Other Resources with the Selected Intervention Models

Several initiatives are being implemented across OUSD that will have a significant effect on the transformation schools. These initiatives fall into four broad categories: quality

teaching, quality curriculum, quality leadership, and quality systems. The district has committed funds to both of these areas and is in the process of seeking additional financial support from a range of government and private agencies.

Quality Teaching

The teachers in each of these schools are committed to improving their practice, yet they have not heretofore had the resources necessary to systematically engage in inquiry around their practice and to regularly access the support they need to accelerate their development.

Each school receives a moderate amount of funding from Title I, Title II, Title III, EIA-SCE, EIA-LEP, and the local Measure G program. These funds are primarily used to support additional teacher-student interaction, and a minimal level of professional development for teachers. Both schools also used Title I funds to engage part-time intervention specialists. Title III and EIA-LEP funds are used to provide some school-level coaching, as well as district-wide workshops on effective strategies for ELs. Because these workshops are infrequent, and not directly connected to the coaching, their impact has been minimal.

The district has embarked on an effort to more deeply understand and enable quality teaching. We have begun to develop common language, support materials, and evaluation tools thought the application of Title I ARRA, Title II, and private funding.

OUSD teachers are responsible for creating challenging, supportive learning environments for students, yet no teacher is expected to fulfill this responsibility in isolation. Collectively – as professional learning communities – schools can develop and support an exceptional learning environment for all students.

A few individuals from each of the transformation schools have attended workshops on professional learning communities—supported through district Title II funds, but there has not been a systematic approach to this process at either school. In addition to the School Improvement Grant, OUSD is seeking additional private funds to support the development of professional learning communities across the district.

Each school has developed a limited extended day program, using ASES and Title I funds, and Title I and ARRA funds have been used to support summer intervention programs. The district is actively supporting the schools to seek private funding for some of their extended-day programs, in particular *Citizen Schools*.

Quality Curriculum

OUSD has been steadily building its capacity to provide high-quality curriculum to each school and support teachers' expert use of this curriculum; these efforts have been supported through Title I and Title II, as well as private funding. The district has worked with WestEd's Teach for Success team to develop a common understanding of effective instruction, and has engaged several partners in the development of effective

curriculum. One example of this is Swun Math, which has now been adopted in all elementary and middle schools. Teachers have received ongoing training in the implementation of this program, as well as support for the administration and analysis of assessments aligned to the program. Unfortunately, the district will not be able to continue this training into the next year, but School Improvement Grant funds will allow site-based coaches to extend and individualize the basic training that teachers have received thus far.

Teachers from the transformation schools have participated intermittently in the curriculum development activities, supported by Title II, EIA-SCE, and private funding. The School Improvement Grant will provide resources to substantially increase their involvement in the actual development of curriculum, as well as support school-based coaches who will shepherd the curriculum development processes.

Quality School Leadership

OSUD believes that school leadership is essential for student success, and has built a system to provide periodic, differentiated support to each principal, in part funded with Title I ARRA and Title II funds. Every principal in OUSD belongs to a network of approximately 25 schools, led by a Network Executive Officer (NExO). These networks of principals meet twice per month to engage in inquiry around their practice and share promising strategies with one another.

Several schools, including ECP and UfS have also engaged coaches from OUSD's Office of School Improvement Services or from external partners, using Title II and Measure G funds. These coaches provide leadership development and school design services, based upon the unique needs of each school. All principals are assessed against the OUSD Leadership Characteristics, which were developed over the past year in order to clarify the type of leader that is successful in the OUSD context; some of this development was supported by private funding.

The current resources outlined above are not nearly sufficient to fully support the transformation schools; the School Improvement Grant will provide resources to substantially increase this support, and differentiate it as needed. In addition to the School Improvement Grant, OUSD is seeking additional funds to enable enhanced leadership development across the district.

Quality Systems

The district has used Title I & Title IIA funds to support OUSD's standards-aligned Benchmark Assessment System and the Performance Writing Assessment. The SIG schools will use these interim assessments two to three times per year, in each of the core contents subjects, to monitor student learning and to provide valuable data that will be used to modify instruction.

OUSD has a long history of supporting site-based budgeting: providing training, guidance, and support to principals, and enabling them to make budget decisions in the

best interest of their students. In the transformation schools, principals will retain this prerogative, but with increased oversight from the NExO, the Transformation Coordination Committee, and the district's fiscal services office. Each principal will be intimately involved in the development of the budgets for his or her school and, in conjunction with the NExO's support, will determine the optimal allocation of resources from each funding source.

The district's discretionary funds have been severely limited over these past few years, and the number of central support staff has been reduced significantly. Nevertheless, as part of OUSD's Tiered Accountability and Support System, ECP and UfS will receive priority attention from central services.

As noted above, each school will empanel a Transformation Coordination Committee, which will meet regularly to analyze data, provide guidance for the overall process, and align efforts across OUSD and external organizations.

vi. Align Proposed SIG Activities with Current DAIT Process

OUSD is not currently receiving DAIT services.

vii. Modify LEA Practices or Policies

Much of the success that Oakland Unified School District has shown over the past five years can be attributed to several key reform measures that were implemented, including Results Based Budgeting (RBB), the Small Autonomous Schools Policy, robust leadership development, and innovative professional development practices. And yet, challenges remain in school communities like Elmhurst Community Prep and United for Success Academy, where generational poverty, increasing violence, and historically under-supported and under-performing schools are barriers to student success, These schools need many levels of support, as well as the flexibility that allows for real reforms to take root.

ECP and UfS will serve as sites for implementing, reviewing, and refining research-based practices that OUSD will eventually incorporate across other district schools. As noted above, these practices include robust leadership development, growth as a Professional Learning Community (PLC), and the development and implementation of standards-aligned high-quality curricula. In order to fully support these practices in the schools receiving SIG funds, OUSD will designate them "pilot schools" and accord them flexibility in several areas, notably teacher and leadership evaluation, providing varying forms of teacher incentives in order to recruit and retain staff, and school scheduling. As pilot schools, OUSD will also provide increased central office technical assistance in RBB and other operational needs, tailored incubation coaching, increased curricular flexibility, and greater autonomy in professional development.

Already a national exemplar in Results Based Budgeting, OUSD will continue to support

schools in using this model of site-based budgeting to afford the greatest results. Supports will be provided in financial management coaching and strategic program planning.

Also key to strategic program planning is the use of student-specific data and the infrastructures that can support this work. As pilot schools, OUSD's Research and Assessment Department, along with other central office departments, will provide these two schools with technical assistance in developing their programs and monitoring student progress towards goals. As a practice, these schools will receive priority for district services, including differentiating supports and increased oversight in order to ensure accountability.

OUSD has a long history of designing and implementing innovative approaches to schooling, most recently as part of the "Expect Success!" district redesign initiative. Components of this initiative include the transformation of almost half of our schools into small schools; significant school autonomies, including control over a student-based budget; a district office oriented to serving the needs of schools; and systems of data collection, analysis, and action that support schools and clarify expectations and accountability. OUSD has been recognized as a national leader in a number of these areas, and we regularly host visiting teams from districts across the country.

In order to make adjustments to components of this plan, such as teachers' and principals' schedules, as well as the manner in which teachers and principals are evaluated, we have engaged with their respective unions to ensure that we obtain the appropriate waivers and other agreements. We have already obtained waivers from the union supporting teachers' participation in extended learning time; we anticipate reaching agreements regarding teacher evaluation prior to the implementation of these systems in 2011.

Regarding extended day and year schedules, teachers and administrators will receive additional compensation, as per the current bargaining agreements. The official evaluation instrument is defined in current bargaining agreements, but OUSD has flexibility in designing ancillary tools and processes, such as observation rubrics, that can be used in conjunction with the official instrument. We will continue to work closely with the unions to solicit their input into the evaluation process and to ensure that we adhere to the collective bargaining agreements and any associated waivers. We will also solicit teacher, staff, and principal participation throughout the process of development of the new evaluation tools.

Each school will modify its SPSA over this summer, to reflect the changes associated with the transformation model, and engage with its community to seek comments on the model and approval, in accordance with the regulations pertaining to SPSAs.

As we embark on this road toward transformation for these two schools, we are simultaneously conducting a strategic planning process under the leadership of the district's new superintendent. This process will not only support the reforms in these

schools, but it will support the "piloting" of new ideas and systems, and encourage distribution on a broad-level across and between Oakland schools. Already more decentralized than other districts, the superintendent's plan includes a division of the district into three separate networks. And, in order to specifically provide support to SIG schools, they will be partnered with other "pilot schools" who may be developing differing innovative practices, such as a school that is excelling in formative assessments or another school that has implemented a widely different school schedule. These "pilot schools" will be afforded the opportunities to share information and exchange practices, both informally and formally through network gatherings and a process that by mid-year requires schools to choose partners with whom to chart their paths.

Additionally, these schools will be supported with support and tools, like rubrics developed to measure PLC growth and Instructional Leadership Team growth.

viii. Sustain the Reforms after the Funding Period Ends

The school improvement grants are essential for supporting the transformation of these two schools. And since these schools will serve as pilots for practices that will be extended across the district, the impact of the transformation process will be felt well beyond these two schools.

Most elements of the transformation plan will require significant initial investment, and we anticipate that in order to ensure the long-term success of these schools, a continued infusion of funds, beyond that currently provided by the state, will be required. However, the amount of funds necessary will diminish considerably once certain core practices have been established.

The practices implemented as part of the transformation model, and their associated funding, can be organized into three categories: (1) practices dependent on initial capacity building – requiring only short-term funding; (2) practices ultimately adopted district-wide – requiring modest long-term funding; and (3) practices necessary for sustained success – requiring significant long-term funding.

Capacity-Building Practices

Many of the elements of the transformation plans are designed to build the capacity of individuals and systems at the site, so that the practices become embedded in the fabric of the school. These include developing the leaders to embody the OUSD Leadership Characteristics, incorporating high-quality curricula, designing systems for assessing and responding to individual student needs, and enabling families to provide critical academic support and encouragement for their children.

These capacity-building elements will require significant initial resources in the form of coaches, inquiry groups, and differentiated training. OUSD will regularly evaluate the progress of each teacher and principal, and adjust the allocation of resources such that

each individual receives timely and targeted support. In addition, OUSD will set parameters and timelines for the development of new systems, and provide support where needed to ensure that these are completed expeditiously.

Practices Adopted District-Wide

The transformation plans include a number of practices that OUSD is interested in adopting district-wide, dependent upon their effectiveness in the transformation schools. These practices include a revised teacher evaluation system, formative assessments in the core subject areas, and inquiry tools and processes. The practices that are incorporated across the district will either supplant current practices (and thus be cost-neutral) or become part of the districts strategic plan (and thus be supported with district funds).

The transformation schools, subsequent to the piloting phase, will become demonstration sites for effective practices, hosting teams from within OUSD and the region as they disseminate, receive feedback on, and continue to refine their key practices. In addition, teachers, administrators, and coaches that work in the transformation schools will be called upon to strategically "seed" some of these practices in other OUSD schools.

Sustained School-Specific Practices

Some of the practices included in the transformation plans will require a sustained commitment to remain viable in these schools. These practices include an extended year for all staff, increased teacher collaboration time, and Citizen Schools' facilitation of the extended day programs. Inasmuch as these practices are unique to this set of schools, and not part of a district-wide plan, they will require long-term funding.

OUSD has a record of successfully raising funds from both the local community and national organizations. Over the past five years, it has raised in excess of 50 million dollars to support efforts similar to those outlined in the transformation plans. In addition, the partner organizations involved in this project have demonstrated an ability to raise significant funds for OUSD projects. Irrespective of the success of OUSD's fundraising prowess, the district is committed to sustaining the core elements of each school's transformation plan, reallocating resources from less-needy schools if necessary.

Full transformation of each of these schools will take several years, and thus OUSD intends to implement a waiver to extend the funding through September 30, 2013.

ix. LEAs' Annual School Goals for Student Achievement

Both Elmhurst Community Prep and United for Success will be measured on statewide assessments, and they will be expected to achieve district-wide student goals as outlined below. In addition, as part of each school's ongoing cycle of data collection,

inquiry, and adjustment, they will set individual school goals and regularly monitor their progress toward these goals.

OUSD has designated the following five-year goals for all students across the district:

CRITICAL PRACTICE AREAS	OUSD FIVE-YEAR GOALS
Instructional	1. All students read and write by the end of third grade.
	2. All students succeed in Algebra by the end of ninth grade.
Leadership	3. All employees are high performers.
Organizational	4. All students graduate prepared to succeed in college and the work place.
	5. All students and adults respect one another and work together across cultures.
	6. All schools are healthy, clean, and safe.

OUSD Tiering Goals and Targets

OUSD uses the Tiered Accountability and Support System (TASS) to analyze and support growth in schools in regard to the following measures. Both ECP and UFSA will be accountable to meeting these targets:

1. **API Growth**

    Each school will gain 20 points or more annually OR gain a net of 50 points or more over the next three years OR meet the statewide goal of 800.

2. **CST Growth**

    Each school will earn 3 or more points each year on the OUSD Growth scale:
    - In both Mathematics and English/Language Arts each school will receive:
        - 1 point when the percent of students who score P/A + the percent of students who grew at least one performance band is greater than 50 percent; and
        - 1 point when the percent of students who grew at least one performance band is greater than the percent of students who declined one performance band; for a maximum total of 4 points.

3. **API Achievement Gap**

    At each school the gap between the school-wide API and the API of the school's lowest-performing sub-group will decrease by 10 percent or more OR is less than 25 points.

4. **Each School will exit Program Improvement status**

<u>Specific Goals and Targets: Elmhurst Community Prep</u>

1. *Goal:* All students read and write at a minimum of grade-level proficiency.
   - *School Target:* Decrease of 10% Below Basic/Far Below Basic scores from 2009.

2. *Goal:* All students perform mathematically at a minimum of grade-level proficiency.
   - *School Target:* Decrease of 10% Below Basic/Far Below Basic scores from 2009.

3. *Goal:* All English Learners at each site will receive support in becoming proficient.
   - *School Target:* At least 50% of English Learners at each site advance one or more levels on the CELDT test.

4. *Goal:* All employees are high performers
   - *School Target: Staff will have an average 95% attendance rate.*
   - *School Target: 90% of staff will be "Practicing" or "Mastery" on the Learning Target Rubric.*

5. *Goal:* All students graduate prepared to succeed in college and the work place.
   - *School Target: 100% of ECP students will participate in our High School Options Process.*
   - *School Target: 100% of ECP students will identify high school and college readiness skills.*

6. *Goal:* All students and adults respect one another and work together across cultures.
   - *School Target:* 90% of students agree or strongly agree on "adult connection" UYV survey item.
   - *School Target:* 90% of students agree or strongly agree on "academic rigor" UYV survey item.

<u>Specific Goals and Targets: United for Success Academy</u>

1. *Goal:* All students read and write at a minimum of grade-level proficiency.
   - *School Target:* Decrease of 10% Below Basic/Far Below Basic scores from 2009.

2. *Goal:* All students perform mathematically at a minimum of grade-level proficiency.
   - *School Target:* Decrease of 10% Below Basic/Far Below Basic scores from 2009.

3. *Goal:* All English Learners at each site will receive support in becoming proficient.
   - *School Target:* At least 50% of English Learners at each site advance one or more levels on the CELDT test.

4. *Goal:* All employees are high performers
   - *School Target:* 80% of teachers at "practicing" or "mastery" on Assessment for Learning rubric.
   - *School Target:* 90% of staff will score proficient or higher on their end of year evaluations.

5. *Goal:* All students graduate prepared to succeed in college and the work place.
   - *School Target:* 90% of students can write a five paragraph essay and receive a 3 or higher on a rubric.
   - *School Target:* 90% of students will submit options forms after meeting counselor and touring high schools.

6. *Goal:* All students and adults respect one another and work together across cultures.
   - *School Target:* 80% of students respond on survey that there is an adult on campus they can trust.
   - *School Target:* 80% of students agree or strongly agree on "culturally responsive" survey item.

7. *Goal:* All schools are clean, healthy and safe.
   - *School Target:* 96% attendance rate.
   - *School Target:* Reduce suspension rate by 15%

Each school will set additional grade and subject-specific goals, measure progress toward those goals, and provide necessary supports to attain those goals.

These goals will be monitored by the principals at both sites, in coordination with their NExOs and school-level data teams. With support from the OUSD Research and Assessment Department we will assess the progress of these goals, using district benchmark assessments (given six times per school year), Use Your Voice surveys, and other site-based measurements and address those changes that may be needed and identify mid-course corrections when necessary. The Instructional Leadership Teams at Elmhurst and United for Success will prepare monthly reports of progress towards goals to share with the district team members.

x. Serving Tier III Schools

We are not serving any Tier iii schools at this time.

xi. Consultation with Relevant Stakeholders

Since the list of designations of "Persistently Lowest Achieving School", was released, the communities in affected schools have gathered to both learn more about the conditions that caused their schools to be selected and the process by which they would

participate in transforming their schools. OUSD has solicited input and participation from a wide variety of stakeholders in the selection of intervention models and the design of the specific implementation plans. These discussions have taken place both at the District level, through hearings and through conversations with teachers' groups, as well as in each individual school community.

The process for Explore Middle School was somewhat separate from that of the other four schools. A series of community meetings at Explore took place over the past year to solicit parent and community input. Parents expressed frustration that their children might be required to change schools, but also recognized that Explore had not achieved the progress that was hoped for when it was re-constituted a few years earlier, and that enrollment was consequently declining. The Board of Education voted to close the school at its meeting on December 16, 2009.

The community process for the other four schools was quite different. One of OUSD's leading nonprofit partners, Oakland Communities Organizations (OCO) took the lead in convening families, students, teachers, and local partners. At each of the four schools, the SIG process was explained, along with information about how the schools had been selected, data on the progress at each school was presented, and the requirements of each of the four intervention models was detailed. (In some cases, parents went so far as to go to Sacramento to question the designation of their schools, but in the end they understood that the designations could not be appealed.) At each school, OCO led the collection of the group's ideas about the pros and the cons of each of the four intervention models for that school, as well as the possibility of choosing not to participate in the SIG process. The input of school staff was also sought at all schools. (Samples of these pros and cons reports are attached.) In the end, each school community settled on a recommended course of action.

The staff and community groups at Alliance Academy and Roots International Academy recommended not to participate in the SIG process, primarily because the groups at each school felt that the improvement plans already underway at were likely to produce good results in the next year and that the four required intervention models would each be very disruptive of that progress. They also made recommendations about what kinds of additional support would be valuable to help their schools continue to progress. Roots Academy, in particular, is part of a group that is expecting to submit an application for "Promise Neighborhood" funding to the U.S. Department of Education, with the support of OUSD and the City of Oakland.

OUSD staff have weighed the recommendations from Alliance and Roots in light of the needs assessment data described above, the alternatives available to the schools, and OUSD's own plans for continuing support to these two schools. OUSD staff have recommended that the community preferences be endorsed, and have proposed that these two schools not apply for SIG funding.

The staff and community groups at Elmhurst Community Prep and United for Success Academy reached different conclusions because of the different situations at their

schools. Stakeholders at each school ended up collectively recommending pursuing SIG funding for the implementation of the Transformation model. OUSD staff weighed these recommendations and concurred.

In May, OUSD's Board of Education invited the community to participate in two meetings, in order to provide an additional forum for community participation in process. One meeting took place on May 19 at UFSA, and the other took place on May 26 at Lincoln Elementary. Both meetings were properly noticed under the requirements of the Brown Act and OUSD's own policies, and information about the two meetings was distributed at the five schools. (Copies of the official notices and agendas for these meetings are attached). Comments were solicited on the overall SIG process, the intervention models appropriate to each school, and whether SIG applications should be submitted for each school.

Only limited comments were received at each meeting, and these comments largely conformed with the recommendations that emerged from the community input process at the five schools.

Over the next four months, school communities will continue to invite stakeholders to participate in this process of school transformation and improved outcomes for students. Elmhurst and UFSA will review their detailed plans for the Transformation interventions with their respective SSC's as well as with the ELAC at each site. These groups will also be provided with ongoing updates on progress and outcomes over the course of the three-year intervention.

In addition to seeking input from teachers and staff at each of the four schools (Explore Middle School will be closed, so they will not be soliciting further input), OUSD staff engaged in an intensive discussion with the leadership of the Oakland Education Association. These discussions covered the likely changes in the District contract that would be required for each of the interventions, and in particular for the Transformation Model. In the end, the OEA has agreed to a letter of support for the actions required by the Transformation model that may require changes in the contract between OEA and OUSD. OEA has also committed to continuing discussions with OUSD about the specifics that may be required at each school once the CDE-approved versions of the SIG are available. School site bargaining teams have also met and drafted waiver letters that details the needed contract waivers that teachers are agreeing to, in order to meet the SIG requirements.

SIG Form 4a: LEA Projected Budget

Name of LEA: Oakland Unified School District	
County/District (CD) Code: 01-61259	
County: Alameda	
LEA Contact: David Montes de Oca	Telephone Number: 510-879-8349
E-Mail: david.montes@ousd.k12.ca.us	Fax Number: 510-879-1844
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–1999	Certificated Personnel Salaries	119,167	119,167	119,167
2000–2999	Classified Personnel Salaries			
3000–3999	Employee Benefits	34,166	34,166	34,167
4000–4999	Books and Supplies			
5000–5999	Services and Other Operating Expenditures			
6000–6999	Capital Outlay			
7370 & 7380	Transfers of Direct Support Costs			
	Total Amount Budgeted:	153,333	153,333	153,334

SIG Form 4b: School Projected Budget

Name of School: Explore College Prep	
County/District/School (CDS) Code: 01-61259-0107276	
LEA: Oakland Unified School District	
LEA Contact: David Montes de Oca	Telephone Number: 510-879-8349
E-Mail: david.montes@ousd.k12.ca.us	Fax Number: 510-879-1844
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries	16,250		
2000– 2999	Classified Personnel Salaries	20,625		
3000– 3999	Employee Benefits	12,170		
4000– 4999	Books and Supplies			
5000– 5999	Services and Other Operating Expenditures			
6000– 6999	Capital Outlay			
7370 & 7380	Transfers of Direct Support Costs			
Total Amount Budgeted:		49,045		

Name of School: Elmhurst Community Prep
County/District/School (CDS) Code: 01-61259-0112789

LEA: Oakland Unified School District	
LEA Contact: David Montes de Oca	Telephone Number: 510-879-8349
E-Mail: david.montes@ousd.k12.ca.us	Fax Number: 510-879-1844
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–1999	Certificated Personnel Salaries	327,356	327,357	327,357
2000–2999	Classified Personnel Salaries	89,000	89,000	89,000
3000–3999	Employee Benefits	99,306	99,306	99,307
4000–4999	Books and Supplies	154,800	37,800	23,800
5000–5999	Services and Other Operating Expenditures	547,467	724,467	868,467
6000–6999	Capital Outlay			
7370 & 7380	Transfers of Direct Support Costs			
	Total Amount Budgeted:	1,217,929	1,277,930	1,407,931

Name of School: United for Success Academy	
County/District/School (CDS) Code: 01-61259-0112763	
LEA: Oakland Unified School District	
LEA Contact: David Montes de Oca	Telephone Number: 510-879-8349
E-Mail: david.montes@ousd.k12.ca.us	Fax Number: 510-879-1844
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–1999	Certificated Personnel Salaries	327,523	355,963	355,963
2000–2999	Classified Personnel Salaries	89,000	89,000	89,000
3000–3999	Employee Benefits	99,573	108,375	108,375
4000–4999	Books and Supplies	215,800	59,600	50,600
5000–5999	Services and Other Operating Expenditures	549,467	727,967	874,967
6000–6999	Capital Outlay			
7370 & 7380	Transfers of Direct Support Costs			
	Total Amount Budgeted:	1,281,360	1,340,905	1,478,905

SIG Form 5a: LEA Budget Narrative

Activity Description	Subtotal	Object Code
Transformation Support Coordinator		
• To support compliance with grant guidelines and facilitate regular reporting		
• 0.2 FTE* $75,000/FTE/yr. * 3 yr.	45,000	1300
• Transformation Support Coordinator Benefits (33%)	15,000	3000
Teacher Evaluation Development Coordinator		
• To coordinate teacher evaluation design process in respect to district polices and practices		
• 0.2 FTE* $75,000/FTE/yr. * 3 yr.	45,000	1300
• Teacher Evaluation Development Coordinator Benefits (33%)	15,000	3000
Teacher Evaluation Advisory Group: Principals		
• To provide support and guidance for each schools' design, implementation, and evaluation of new teacher evaluation – group includes teachers, below		
• Per Diem		
• 5 principals * $50/hr. * 100 hr./yr. * 3 yr.	75,000	1300
Teacher Evaluation Advisory Group: Teachers		
• To provide support and guidance for each schools' design, implementation, and evaluation of new teacher evaluation – group includes principals, above		
• Extended Contract		
• 5 teachers * $23.16/hr. * 100 hr./yr. * 3 yr.	35,000	1100
• Teacher Evaluation Advisory Group Benefits (18%)	20,000	3000
Formative Assessment Developer & Coach		
• To work with teachers to develop their own assessments and incorporate district assessments into their practice		
• Part of district's Research and Assessment team		
• 0.4 FTE* $75,000/FTE/yr. * 3 yr.	90,000	1100
• Formative Assessment Developer & Coach Benefits (33%)	30,000	3000
Overall School Evaluation		
• To assess efficacy of implementation of overall plan and provide data for ongoing modification of plan		
• Team of 4-5 central office personnel engaged for ± 1 week/yr.		
• 0.1 FTE* $75,000/FTE/yr. * 3 yr.	22,500	1300
• Overall School Evaluation Benefits (33%)	7,500	3000
Evaluation of Program Elements		

Activity Description	Subtotal	Object Code
• To assess efficacy of selected elements of plan (e.g., extended day program) and provide data for ongoing modification of elements, on a more regular basis than yearly evaluation • 1-2 individuals from Research and Assessment team		
• 0.2 FTE* $75,000/FTE/yr. * 3 yr.	45,000	1100
• Evaluation of Programs Benefits (33%)	15,000	3000
Total Amount Budgeted:	**460,000**	

SIG Form 5b: School Budget Narrative

School Name: Explore College Prep

Activity Description	Subtotal	Object Code
School Counselor • To support students' transition between Explore and their new—receiving—schools • To work with counselors and teachers at receiving schools to ensure fit and facilitate transition		
• 1.0 FTE * $65,000/FTE/yr. * 0.25 yr.	16,250	1100
• Counselor Benefits (33%)	5,363	3000
Family Liaison • To support families in the decision-making process regarding a new school • To be a resource to families as their children transition into their new schools		
• 1.0 FTE * $55,000/FTE/yr. * 0.25 yr.	13,750	2300
• Family Liaison Benefits (33%)	4,538	3000
School Placement Specialist • To identify potential receiving schools for each student and coordinate the "matches" • To effectively manage the transfer of student records		
• 0.5 FTE * $55,000/FTE/yr. * 0.25 yr.	6,875	2400
• Placement Specialist Benefits (33%)	2,269	3000
Total Amount Budgeted:	49,045	

School Name: Elmhurst Community Prep

Activity Description	Subtotal	Object Code
Math Instructional Support Coach		
• To support the incorporation of ELD strategies into the teaching of math and to build teachers' instructional capacity for differentiating instruction		
• 1.0 FTE * $65,000/FTE/yr. * 3 yr.	195,000	1100
• Math Coach Benefits (33%)	65,000	3000
ELD Instructional Support Coach		
• To support the incorporation of ELD strategies across all instructional areas and to develop tailored ELD curricula for each school		
• 1.0 FTE * $65,000/FTE/yr. * 3 yr.	195,000	1100
• ELD Coach Benefits (33%)	65,000	3000
Reading Specialist		
• To develop and administer reading diagnostic assessments, collect and analyze data, and assist groups of teachers with the planning and implementation of lessons to specifically support growth in reading		
• 1.0 FTE * $65,000/FTE/yr. * 3 yr.	195,000	1100
• Reading Specialist Benefits (33%)	65,000	3000
ELA Instructional Support Coach		
• To support the incorporation of ELD strategies into the teaching of ELA and to facilitate inquiry around ELA instruction		
• Contract with BayCES: 1 day/wk.	75,000	5800
Operations Coach		
• To build leadership team and office staff capacity to support operational aspects of the school, including budget management, HR, maintenance, etc.		
• OUSD service: includes all costs for 1 day/wk.	105,000	2300
School Leadership Coach		
• To develop the capacity of the principal, assistant principal, and school leadership team, and to support the facilitating of leadership team meetings		
• OUSD service: includes all costs for 2 days/wk.	162,000	2300
Instructional Support Provider		
• To assist with the development of an overall instructional framework for the school, and to guide the development of tools to support this framework • This individual will work closely with all coaches to elicit feedback from them and align their work to the emerging framework		

Activity Description	Subtotal	Object Code
• Consultant: includes all costs for 2 days/wk.	270,000	5800
Reform Researcher & Facilitator • To conduct research on structural elements of the transformation model, in particular teacher evaluation and extended day scheduling, and facilitate teams of teachers and administrators to analyze, adopt, inquire around, and revise these elements of the plan		
• Consultant: includes all costs for 1day/wk.	135,000	5800
Extended Day/Core Program Coordinator • To manage the curricular integration of the core program with the extended day program, and act as a liaison between core teachers and those teaching in the extended day program		
• 0.4 FTE * $60,000/FTE/yr. * 3 yr.	72,000	1100
• Extended Day/Core Program Coordinator Benefits (33%)	24,000	3000
Aspiring Leaders Program • To systematically develop the leadership capacity of teachers who have an interest in, and ability to engage in, school leadership		
• Planning and facilitation: *New Leaders for New Schools*	60,000	5800
• Teacher extended contracts • 4 teachers * $23.16/hr. * 80 hr./yr. * 3 yr.	22,250	1100
• Aspiring Leaders Benefits (18%)	4,000	3000
Leadership Team Summer Retreat • To support planning of the broad framework for each year, and preparation for the staff summer planning retreat • 2 days		
• Facilitation: Coach/consultant	6,000	5800
• Retreat location	3,000	5600
• Retreat food	2,400	4700
• Principal and AP per diem • [(1 principal * $400/day) + ((2 APs + 1 Resident) * $320/day)] * 2 days/yr. * 3 yr.	8,160	1300
• Teacher extended contracts • 5 teachers * $23.16/hr. * 8 hr./day * 2 days/yr. * 3 yr.	5,560	1100
• Leadership Team Retreat Benefits (admin.: 33%; teachers: 18%)	3,720	3000
Leadership Team Summer Planning • Time for research, reflection, and planning for the year		

Activity Description	Subtotal	Object Code
• Admin.: [(1 Principal $400/day * 15 days/yr.) + ((2 APs + 1 Resident) * $320/day * 10 days/yr.)]* 3 yr.	46,800	1300
• Teachers: 5 teachers * $23.16/hr. * 8 hr./day * 5 days/yr. * 3 yr.	13,900	1100
• Leadership Team Planning Benefits (admin.: 33%; teachers: 18%)	18,100	3000
Staff Summer Planning Retreat • To support planning curriculum and instruction within the framework of the transformation plan – focused on accelerating the learning of ELs • 5 days		
• Facilitation: Coach/consultant	18,000	5800
• Retreat location	21,000	5600
• Retreat food	12,000	4700
• Admin.: [(1 Principal $400/day * 5 days/yr.) + ((2 APs + 1 Resident) * $320/day * 5 days/yr.)]* 3 yr.	20,400	1300
• Teachers: 18 teachers * $23.16/hr. * 8 hr./day * 5 days/yr. * 3 yr.	50,000	1100
• Leadership Team Planning Benefits (admin.: 33%; teachers: 18%)	15,800	3000
Summer Curriculum Writing • To develop EL student-specific curriculum in math and ELA • 2 teachers (with support of coaches)		
• 2 teachers * $30.12/hr. * 8 hr. * 10 days/yr. * 3 yr.	14,500	1100
• Summer Curriculum Writing Benefits (18%)	2,600	3000
Summer Workshop on ELD Strategies • To learn from latest research and refine ELD strategies • Years two and three of grant only		
• (18 teachers + 4 coaches) * $1500 ea./yr. * 2 yr.	66,000	5200
Extended Teacher Collaboration Time • To engage in data analysis, inquiry, and planning within and across subject areas		
• 18 teachers * $23.16/hr. * 2hr./wk. * 36 wk./yr. * 3 yr.	90,000	1100
• Teacher Collaboration Time Benefits (18%)	16,200	3000
Principal Cohort Meetings • To provide principals with a consistent group of peers for engaging in inquiry around problems of practice • Principal of transformation school + 4 principal peers • 8 hours per month		
• Facilitation: Coach/consultant	24,000	5800
• Food	6,000	4700

Activity Description	Subtotal	Object Code
• 5 principals * $50/hr. * 8 hr./mo. * 9 mo./yr. * 3 yr.	54,000	1300
• Principal Cohort Meeting Benefits (33%)	18,000	3000
Family Support • To teach families how best to support their students' academic progress – partnering with the school to ensure student success • Contract with *Oakland Schools Foundation* (OSF) ○ OSF has developed "FamELI": a program specifically designed to engage and support families around academic issues		
• Family Academic Support Director (0.5 FTE)	105,000	5800
• Family Academic Support Coordinators (2 * 0.5 FTE)	135,000	5800
• Program coaching and trainings	15,000	5800
• Family Resource Center ○ First Year set-up: $10,000; Years 2 & 3: $3,500/yr.	17,000	5800
• Family Academic Support Programs	24,000	5800
Extended Day Program • 3 hours per day, 4 days per week • Small group instruction, tutoring, homework assistance, and academically-oriented activities • Supplements activities funded through ASES		

• Contract with *Citizen Schools*
    ○ Year 1: 6th grade ($216,000)
    ○ Year 2: 6th grade plus subset of 7th grade (360,000)
    ○ Year 3: 6th grade plus subset of 7th & 8th grades (504,000)
• *Citizen Schools* will collaborate with OUSD to secure funding to ensure sustainability of program
	1,080,000	5800

Student Transportation After Extended Day • To provide safe passage between school and home for students in particularly dangerous neighborhoods		
• 100 students * 1 bus/50 students * $300/day/bus * 4 days/wk. * 36 wk.	86,400	5800
Formative Assessment Software • To support every teacher in the development of customized, frequent, formative assessments • Will evaluate several programs prior to adoption		
• Year 1: 25,000; Year 2: 15,000; Year 3: 10,000	50,000	4300
Diagnostic Software • To support differentiated instruction for EL students • Will evaluate several programs prior to adoption		
• ELD: 10,000 • ELA: 15,000	45,000	4300

Activity Description	Subtotal	Object Code
• Math: 20,000 • Estimate expenditure of 60% in Year 1; 30% in Year 2; and 10% in Year 3		
Classroom Computer Hardware • To support differentiated instruction for EL students • All purchases Year 1, plus 5% replacement/repair in Years 2 & 3		
• 15 classrooms * 3 computers/classroom * $1000/computer • 10 classrooms * 1 smartboard/classroom * $2500/smartboard	75,000	4400
Teacher Laptops • To support assessment development, data analysis, and individualized instruction ○ Also enhances teachers' working conditions		
• (18 teachers + 1 principal + 2 APs + 1 Resident + 4 coaches) * $1000/computer	26,000	4400
Total Amount Budgeted:	**3,903,790**	

School Name: United for Success Academy

Activity Description	Subtotal	Object Code
Math Instructional Support Coach • To support the incorporation of ELD strategies into the teaching of math and to build teachers' instructional capacity for differentiating instruction		
• 1.0 FTE * $65,000/FTE/yr. * 3 yr.	195,000	1100
• Math Coach Benefits (33%)	65,000	3000
ELD Instructional Support Coach • To support the incorporation of ELD strategies across all instructional areas and to develop tailored ELD curricula for each school		
• 1.0 FTE * $65,000/FTE/yr. * 3 yr.	195,000	1100
• ELD Coach Benefits (33%)	65,000	3000
Reading Specialist • To develop and administer reading diagnostic assessments, collect and analyze data, and assist groups of teachers with the planning and implementation of lessons to specifically support growth in reading		
• 1.0 FTE * $65,000/FTE/yr. * 3 yr.	195,000	1100
• Reading Specialist Benefits (33%)	65,000	3000
Operations Coach • To build leadership team and office staff capacity to support operational aspects of the school, including budget management, HR, maintenance, etc.		
• OUSD service: includes all costs for 1 day/wk.	105,000	2300
School Leadership Coach • To develop the capacity of the principal, assistant principal, and school leadership team, and to support the facilitating of leadership team meetings		
• OUSD service: includes all costs for 2 days/wk.	162,000	2300
Instructional Support Provider • To assist with the development of an overall instructional framework for the school, and to guide the development of tools to support this framework • This individual will work closely with all coaches to elicit feedback from them and align their work to the emerging framework		
• Consultant: includes all costs for 2 days/wk.	270,000	5800
Reform Researcher & Facilitator • To conduct research on structural elements of the transformation model, in particular teacher evaluation and extended day scheduling, and		

Activity Description	Subtotal	Object Code
facilitate teams of teachers and administrators to analyze, adopt, inquire around, and revise these elements of the plan		
• Consultant: includes all costs for 1day/wk.	135,000	5800
Extended Day/Core Program Coordinator • To manage the curricular integration of the core program with the extended day program, and act as a liaison between core teachers and those teaching in the extended day program		
• 0.4 FTE * $60,000/FTE/yr. * 3 yr.	72,000	1100
• Extended Day/Core Program Coordinator Benefits (33%)	24,000	3000
Aspiring Leaders Program • To systematically develop the leadership capacity of teachers who have an interest in, and ability to engage in, school leadership		
• Planning and facilitation: *New Leaders for New Schools*	60,000	5800
• Teacher extended contracts • 4 teachers * $23.16/hr. * 80 hr./yr. * 3 yr.	22,250	1100
• Aspiring Leaders Benefits (18%)	4,000	3000
Leadership Team Summer Retreat • To support planning of the broad framework for each year, and preparation for the staff summer planning retreat • 2 days		
• Facilitation: Coach/consultant	6,000	5800
• Retreat location	3,000	5600
• Retreat food	2,400	4700
• Principal and AP per diem • [(1 principal * $400/day) + ((2 APs + 1 Resident) * $320/day)] * 2 days/yr. * 3 yr.	8,160	1300
• Teacher extended contracts • 5 teachers * $23.16/hr. * 8 hr./day * 2 days/yr. * 3 yr.	5,560	1100
• Leadership Team Retreat Benefits (admin.: 33%; teachers: 18%)	3,720	3000
Leadership Team Summer Planning • Time for research, reflection, and planning for the year		
• Admin.: [(1 Principal $400/day * 15 days/yr.) + ((2 APs + 1 Resident) * $320/day * 10 days/yr.)]* 3 yr.	46,800	1300
• Teachers: 5 teachers * $23.16/hr. * 8 hr./day * 5 days/yr. * 3 yr.	13,900	1100
• Leadership Team Planning Benefits (admin.: 33%;	18,100	3000

Activity Description	Subtotal	Object Code
teachers: 18%)		
Staff Summer Planning Retreat • To support planning curriculum and instruction within the framework of the transformation plan – focused on accelerating the learning of ELs • 5 days		
• Facilitation: Coach/consultant	18,000	5800
• Retreat location	21,000	5600
• Retreat food	12,000	4700
• Admin.: [(1 Principal $400/day * 5 days/yr.) + ((2 APs + 1 Resident) * $320/day * 5 days/yr.)]* 3 yr.	20,400	1300
• Teachers: 18 teachers * $23.16/hr. * 8 hr./day * 5 days/yr. * 3 yr.	50,000	1100
• Leadership Team Planning Benefits (admin.: 33%; teachers: 18%)	15,800	3000
Summer Curriculum Writing • To develop EL student-specific curriculum in math and ELA • 2 teachers (with support of coaches)		
• 2 teachers * $30.12/hr. * 8 hr. * 10 days/yr. * 3 yr.	14,500	1100
• Summer Curriculum Writing Benefits (18%)	2,600	3000
Summer Workshop on ELD Strategies • To learn from latest research and refine ELD strategies • Years two and three of grant only		
• (18 teachers + 3 coaches) * $1500 ea./yr. * 2 yr.	63,000	5200
Teacher Conflict Mediation Training and Support • Coach/consultant for PD training and individual coaching • 2-3 full PD days; 3-4 afternoon PD sessions; 5 – 10 days coaching		
• Year 1: 64 hr.; Year 2: 88 hr.; Year 3: 112 hr. o 264 hr. * $125/hr.	33,000	5800
Extended Teacher Collaboration Time • To engage in data analysis, inquiry, and planning within and across subject areas		
• 18 teachers * $23.16/hr. * 2hr./wk. * 36 wk./yr. * 3 yr.	90,000	1100
• Teacher Collaboration Time Benefits (18%)	16,200	3000
Principal Cohort Meetings • To provide principals with a consistent group of peers for engaging in inquiry around problems of practice • Principal of transformation school + 4 principal peers • 8 hours per month		

Activity Description	Subtotal	Object Code
• Facilitation: Coach/consultant	24,000	5800
• Food	6,000	4700
• 5 principals * $50/hr. * 8 hr./mo. * 9 mo./yr. * 3 yr.	54,000	1300
• Principal Cohort Meeting Benefits (33%)	18,000	3000
Student Retreats • To build teacher – student relationships and generate commitment to academic success for all students • 3 days at each grade level, staggered • Admin. attend all retreats; each teacher attends for only one grade level • Year 2 & 3 only		
• Retreat location ○ 380 participants * $25/participant/day * 3 days/yr. * 2 yr.	57,000	5600
• Retreat food ○ 380 participants * $20/participant/day * 3 days/yr. * 2 yr.	45,600	4700
• Admin.: [(1 principal * $50/hr.) + ((2 APs + 1 Resident) * $45/hr.)] * 8hr./day * 9 days/yr. * 2 yr.	26,640	1300
• Teachers: 18 teachers * $35/hr. * 8 hr./day * 3 days/yr. * 2 yr.	30,240	1100
• Retreat Benefits (33%)	18,800	3000
Family Support • To teach families how best to support their students' academic progress – partnering with the school to ensure student success • Contract with *Oakland Schools Foundation* (OSF) ○ OSF has developed "FamELI": a program specifically designed to engage and support families around academic issues		
• Family Academic Support Director (0.5 FTE)	105,000	5800
• Family Academic Support Coordinators (2 * 0.5 FTE)	135,000	5800
• Program coaching and trainings	15,000	5800
• Family Resource Center ○ First Year set-up: $10,000; Years 2 & 3: $3,500/yr.	17,000	5800
• Family Academic Support Programs	24,000	5800
Extended Day Program • 3 hours per day, 4 days per week • Small group instruction, tutoring, homework assistance, and academically-oriented activities • Supplements activities funded through ASES		
• Contract with *Citizen Schools* ○ Year 1: 6th grade ($216,000)	1,080,000	5800

Activity Description	Subtotal	Object Code
○ Year 2: 6th grade plus subset of 7th grade (360,000) ○ Year 3: 6th grade plus subset of 7th & 8th grades (504,000) • *Citizen Schools* will collaborate with OUSD to secure funding to ensure sustainability of program		
Student Transportation After Extended Day • To provide safe passage between school and home for students in particularly dangerous neighborhoods		
• 100 students * 1 bus/50 students * $300/day/bus * 4 days/wk. * 36 wk.	86,400	5800
Classroom Sets of Leveled Books • To provide engaging and accessible texts for EL students • Acquire 1/3 of books per year for 3 years		
• 18 classrooms * 100 books/classroom * $10/book	18,000	4200
Intervention Software • To provide individualized student support in ELA and Math • Will evaluate several programs prior to adoption • All purchases Year 1, plus 10% additional materials per year		
• Year 1: 80,000; Year 2: 8,000; Year 3: 8,000	96,000	4300
Diagnostic Software • To support differentiated instruction for EL students • Will evaluate several programs prior to adoption		
• ELD: $10,000 • ELA: $15,000 • Math: $20,000 • Estimate expenditure of 60% in Year 1; 30% in Year 2; and 10% in Year 3	45,000	4300
Classroom Computer Hardware • To support differentiated instruction for EL students • All purchases Year 1, plus 5% replacement/repair in Years 2 & 3		
• 15 classrooms * 3 computers/classroom * $1000/computer • 10 classrooms * 1 smartboard/classroom * $2500/smartboard	75,000	4400
Teacher Laptops • To support assessment development, data analysis, and individualized instruction ○ Also enhances teachers' working conditions		
• (18 teachers + 1 principal + 2 APs + 1 Resident + 4 coaches) * $1000/computer	26,000	4400

Activity Description	Subtotal	Object Code
Total Amount Budgeted:	4,101,070	

Notes

- Principals are always paid at a per diem rate for work done outside of the contractual year
  - Approximately $50/hr. for principals
- Teachers are paid on extended contracts when engaged in PD and not in contact with students
  - $23.16/hr.
- Teachers are paid a "Leading PD" rate when writing curriculum
  - $30.12/hr.
- Teachers are paid at a per diem rate when they are in contact with students, as in the student retreats for UfS
  - Approximately $35/hr.

SIG Form 6: General Assurances and Certifications

Note: All sub-grantees are required to retain on file a copy of these assurances for your records and for audit purposes. Please download the General Assurances form at http://www.cde.ca.gov/fg/fo/fm/. Your agency should **not** submit this form to the CDE.

Certifications Regarding Drug-Free Workplace, Lobbying, and Debarment and Suspension

Download the following three forms from http://www.cde.ca.gov/fg/fo/fm/, and obtain the necessary signatures and include the original forms with your application submission.

1. Drug-Free Workplace
2. Lobbying
3. Debarment and Suspension

General Assurances

Consolidated Application Part I and II general legal assurances for fiscal year 2009-10.

General Assurances

1. Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code §11135; and Chapter 4 (commencing with §30) of Division I of Title 5, California Code of Regulations (CCR).

2. Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972. Each program or activity conducted by the LEA will be conducted in compliance with the provisions of Chapter 2, (commencing with §200), Prohibition of Discrimination on the Basis of Sex, of Part 1 of Division 1 of Title I of the Education Code, as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.

3. Programs and services are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.

4. Programs and services are and will be in compliance with the Age Discrimination Act of 1975.

5. Programs and services for individuals with disabilities are in compliance with the disability laws. (PL 105-17; 34 CFR 300, 303; and Section 504 of the Rehabilitation Act of 1973)

6. When federal funds are made available, they will be used to supplement the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. (20 USC §6321(b)(1); PL 107-110 §1120A(b)(1))

7. All state and federal statutes, regulations, program plans, and applications appropriate to each program under which federal or state funds are made available through this application will be met by the applicant agency in its administration of each program.

8. Schoolsite councils have developed and approved a Single Plan for Student Achievement for schools participating in programs funded through the consolidated application process, and any other school program they choose to include, and that school plans were developed with the review, certification, and advice of any applicable school advisory committees. (EC §64001)

9. The local educational agency (LEA) will use fiscal control and fund accounting procedures that will ensure proper disbursement for state and federal funds paid to that agency under each program. (CCR T5, §4202)

10. The LEA will make reports to the state agency or board and to the Secretary of Education as may reasonably be necessary to enable the state agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state agency or board or the Secretary deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (34 CFR 76.722, 76.730, 76.731, 76.734, 76.760; 34 CFR 80.42)

11. The local governing board has adopted written procedures to ensure prompt response to complaints within 60 days, and has disseminated these procedures to students, employees, parents or guardians, district/school advisory committees, and interested parties. (CCR T5, §4600 et seq.)

12. The LEA declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 CFR Part 82. (34 CFR Part 82)

13. The LEA has complied with the certification requirements under 34 CFR Part 85 regarding debarment, suspension and other requirements for a drug-free workplace. (34 CFR Part 85)

14. The LEA provides reasonable opportunity for public comment on the application and considers such comment. (20 USC §7846(a)(7); 20 USC, §1118(b)(4); PL 107-110, §1118(b)(4)).

15. The LEA will provide the certification on constitutionally protected prayer that is required by PL 107-110, §9524 and 20 USC §7904.

16. The LEA administers all funds and property related to programs funded through the Consolidated Application. (20 USC §6320(d)(1); PL 107-110, §1120(d)(1))

17. The LEA will adopt and use proper methods of administering each program including enforcement of any obligations imposed by law on agencies responsible for carrying out programs and correction of deficiencies in program operations identified through audits, monitoring or evaluation. (20 USC §7846 (a)(3)(B))

18. The LEA will participate in the Standardized Testing and Reporting program. (20 USC §6316(a)(1)(A-D); PL 107-110, §1116 (a)(1)(A-D); EC §60640, et seq.)

19. The LEA assures that classroom teachers who are being assisted by instructional assistants retain their responsibility for the instruction and supervision of the students in their charge. (EC §45344(a))

20. The LEA governing board has adopted a policy on parent involvement that is consistent with the purposes and goals of EC Section 11502. These include all of the following: (a) to engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society; (b) to inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home; (c) to build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities; (d) to train teachers and administrators to communicate effectively with parents; and (e) to integrate parent involvement programs, including compliance with this chapter, into the school's master plan for academic accountability. (EC §§11502, 11504)

21. Results of an annual evaluation demonstrate that the LEA and each participating school are implementing Consolidated

Programs that are not of low effectiveness, under criteria established by the local governing board. (CCR T5, §3942)

22. The program using consolidated programs funds does not isolate or segregate students on the basis of race, ethnicity, religion, sex, sexual orientation or socioeconomic status. (USC, Fourteenth Amendment; Calif. Constitution, art. 1, §7; Gov.C §§11135-11138; 42 USC §2000d; CCR T5, §3934)

23. Personnel, contracts, materials, supplies, and equipment purchased with Consolidated Program funds supplement the basic education program. (EC §§62002, 52034(l), 52035(e)(l), 54101; CCR T5, §§3944, 3946)

24. At least 85 percent of the funds for School Improvement Programs, Title I, Title VI and Economic Impact Aid (State Compensatory Education and programs for English learners) are spent for direct services to students. One hundred percent of Miller-Unruh apportionments are spent for the salary of specialist reading teachers. (EC §63001; CCR T5, §3944(a)(b))

25. State and federal categorical funds will be allocated to continuation schools in the same manner as to comprehensive schools, to the maximum extent permitted by state and federal laws and regulations. (EC §48438)

26. Programs and services are and will be in compliance with Section 8355 of the California Government Code and the Drug-Free Workplace Act of 1988, and implemented at 34 Code of Federal Regulations (CFR) Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110.

Back to Legal Assurances

Questions: Anne Daniels | adaniels@cde.ca.gov | 916-319-0295

California Department of Education
1430 N Street
Sacramento, CA 95814

Last Reviewed: Wednesday, December 23, 2009

Elmhurst

Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations* (*CFR*) Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
   a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
   b. Establishing an on-going drug-free awareness program to inform employees about:
      1. The dangers of drug abuse in the workplace
      2. The grantee's policy of maintaining a drug-free workplace
      3. Any available drug counseling, rehabilitation, and employee assistance programs
      4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
   c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
   d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
      1. Abide by the terms of the statement
      2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
   e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
   f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
      1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
      2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
   g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address. city, county, state, zip code)

___1800 98th Avenue___

___Oakland, CA 94603___

_____

Check [ ] if there are workplaces on file that are not identified here.

Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: _____Oakland Unified School District_____

Name of Program: _____School Improvement Grant_____

Printed Name and Title of Authorized Representative: ___Anthony Smith, Superintendent___

Signature: _____ Date: ___5/21/10___

CDE-100DF (May-2007) - California Department of Education

United for Success

Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations* (*CFR*) Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
   a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
   b. Establishing an on-going drug-free awareness program to inform employees about:
      1. The dangers of drug abuse in the workplace
      2. The grantee's policy of maintaining a drug-free workplace
      3. Any available drug counseling, rehabilitation, and employee assistance programs
      4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
   c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
   d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
      1. Abide by the terms of the statement
      2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
   e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
   f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
      1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
      2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
   g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address. city, county, state, zip code)

<u>   2101 35th Avenue   </u>

<u>   Oakland, CA 94601   </u>

Check [ ] if there are workplaces on file that are not identified here.

Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110
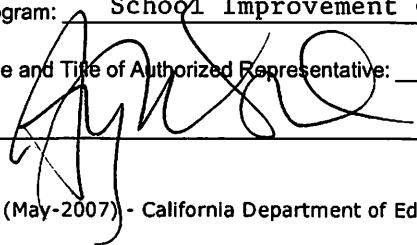
A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: ___Oakland Unified School District___

Name of Program: ___School Improvement Grant___

Printed Name and Title of Authorized Representative: ___Anthony Smith, Superintendent___

Signature: _____ Date: __May 21, 2010__

CDE-100DF (May-2007) - California Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544

California Department of Education
1430 N Street
Sacramento, CA 95814

Last Reviewed: Wednesday, May 05, 2010

Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion--lower tier covered transactions.

This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 *Code of Federal Regulations* Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," " person," "primary covered transaction," " principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant: ____Oakland Unified School District____

Name of Program: ____School Improvement Grant____

Printed Name and Title of Authorized Representative: ____Anthony Smith, Superintendent____

Signature: _____ Date: ____May 21, 2010____

ED 80-0014 (Revised Sep-1990) - U. S. Department of Education

Lobbying

Certification regarding lobbying for federal grants in excess of $100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 *Code of Federal Regulations* (*CFR*) Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 *CFR* Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 *CFR* Part 82, Sections 82.105 and 82.110, the applicant certifies that:
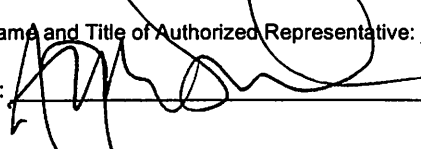
   a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

   b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," (revised Jul-1997) in accordance with its instructions;

   c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: __Oakland Unified School District__

Name of Program: __School Improvement Grant__

Printed Name and Title of Authorized Representative: ____Anthony Smith, Superintendent__

Signature: _____ Date: __May 21, 2010__

ED 80-0013 (Revised Jun-2004) - U. S. Department of Education

Questions: **Funding Master Plan** | **fmp@cde.ca.gov** | **916-323-1544**

California Department of Education
1430 N Street
Sacramento, CA 95814

Last Reviewed: Tuesday, February 24, 2009

SIG Form 7: Sub-grant Conditions and Assurances

As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances:
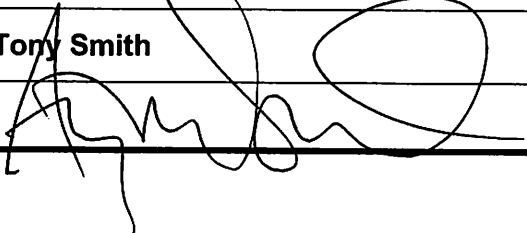
1. Use its SIG to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of SIG;

2. Establish challenging annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;

3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and

4. Report to the CDE the school-level data as described in this RFA.

5. The applicant will ensure that the identified strategies and related activities are incorporated in the revised LEA Plan and Single Plan for Student Achievement.

6. The applicant will follow all fiscal reporting and auditing standards required by the CDE.

7. The applicant will participate in a statewide evaluation process as determined by the SEA and provide all required information on a timely basis.

8. The applicant will respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period.

9. The applicant will use funds only for allowable costs during the sub-grant period.

10. The application will include all required forms signed by the LEA Superintendent or designee.

11. The applicant will use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including the use of the federal funds to supplement,

and not supplant, state and local funds, and maintenance of effort (20 USC § 8891).

12. The applicant hereby expresses its full understanding that not meeting all SIG requirements will result in the termination of SIG funding.

13. The applicant will ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used **only** in the school(s) identified in the LEA's AO-400 sub-grant award letter.

14. All audits of financial statements will be conducted in accordance with Government Auditing Standards (GAS) and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and OMB Circular A-133.

15. The applicant will ensure that expenditures are consistent with the federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education.
http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html (Outside Source)

16. The applicant agrees that the SEA has the right to intervene, renegotiate the sub-grant, and/or cancel the sub-grant if the sub-grant recipient fails to comply with sub-grant requirements.

17. The applicant will cooperate with any site visitations conducted by representatives of the state or regional consortia for the purpose of monitoring sub-grant implementation and expenditures, and will provide all requested documentation to the SEA personnel in a timely manner.

18. The applicant will repay any funds which have been determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.

19. The applicant will administer the activities funded by this sub-grant in such a manner so as to be consistent with California's adopted academic content standards.

20. The applicant will obligate all sub-grant funds by the end date of the sub-grant award period or re-pay any funding received, but not obligated, as well as any interest earned over one-hundred dollars on the funds.

21. The applicant will maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.

22. The applicant will comply with the reporting requirements and submit any required report forms by the due dates specified.

I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.

Agency Name:	Oakland Unified School District
Authorized Executive:	Tony Smith
Signature of Authorized Executive:	

SIG Form 8: Waivers Requested

The LEA must check each waiver that the LEA will implement (see page 24 for additional information). If the LEA does not intend to implement a waiver with respect to each applicable school, the LEA must indicate for which school(s) it will implement the waiver on:

☑ Extending the period of availability of school improvement funds.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the LEA to September 30, 2013.

> **Note**: If the SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs receiving SIG funds.

☐ "Starting over" in the school improvement timeline for Tier I and Tier II schools implementing a turnaround or restart model.

Waive section 1116(b)(12) of the ESEA to permit the LEA to allow its Tier I and Tier II schools that will implement a turnaround or restart model to "start over" in the school improvement timeline. (**Note**: This waiver applies to Tier I and Tier II schools only)

☐ Implementing a schoolwide program in a Tier I or Tier II school that does not meet the 40 percent poverty eligibility threshold.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit the LEA to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold. (**Note**: This waiver applies to Tier I and Tier II schools only.

SIG Form 9–Schools to Be Served

Schools to be Served

Indicate which schools the LEA commits to serve, their Tier, and the intervention model the LEA will use in each Tier I and Tier II school. For each school, indicate which waiver(s) will be implemented at each school. **Note**: An LEA that has nine or more Tier I and Tier II schools can only use the transformation model in 50 percent or less of those schools. (Attach as many sheets as necessary.)

SCHOOL NAME	CDS Code	NCES Code	TIER I	TIER II	TIER III	Turnaround	Restart	Closure	Transformation	Start Over	Implement SWP	PROJECTED COST
						INTERVENTION (TIER I AND II ONLY)				WAIVER(S) TO BE IMPLEMENTED		
United for Success Academy	01 61259 0112763	11909	X						X			$4,101,070
Elmhurst Community Prep	01 61259 0112789	11961	X						X			$3,903,790
Explore	01 61259 0107276	10722	X					X				$49,045

SIG Form 10—Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: **Elmhurst Community Prep** Tier: I or II (circle one)

Intervention Model: □ Turnaround □ Restart □ Closure □ Transformation

Total FTE required: __1.2_ LEA (annually) _8_ School (in addition to teachers annually) _10_ Other (contractors)

Acronym	Services & Activities	Timeline	Projected Costs School	LEA	Resources	Oversight
RP	**Hire new principal**	August 2009	1.0 FTE * $80,000		OUSD general funding	OUSD NExOs
SD, IP, TA	**Conduct Needs Assessments**	March 2009-May 2010		.1 FTE $65,000/yr. plus 33% benefits = $8,645	OUSD employed staff, general funding, Cambridge Review	OUSD NExOs
FCE	**Hold Public Meetings on SIG process**	March-May 2010		Translation $600 Babysitting $600 Hospitality $600 Total= $1800	OUSD staff, Oakland Community Organizations facilitation and support	OUSD NExOs

SD, IP	**Hold Staff Meetings on SIG process**	March-May 2010		Hospitality $300	OUSD employed staff, OUSD general funding	OUSD NExOs
IP	**Hold OUSD Meetings on SIG process** and reform model decisions	March-May 2010		Translation $600	OUSD employed staff, BOE, OUSD general funding, Oakland Schools Foundation	OUSD NExOs
OF, TA	**Schools Employ Results Based Budgeting** to develop strategy for implementation of SIG Transformation plan.	May 2010-June 2013		N/A	OUSD central office support, NExOs, Principals, OSF operational support	OUSD NExOs
TA	**Hire Transformation Support Coordinator:** This position will facilitate compliance with grant guidelines and facilitate regular reporting and participate in Quarterly SIG Assessment Team Meetings	August 2010-June 2013		0.2 FTE* $75,000/ FTE/yr. * 3 yr. plus 33% benefits= $60,000/ 2 schools = $30,000	OUSD central office support, NExOs, Principals	OUSD NExOs
ES, IRR, RPR	**Hire Teacher Evaluation Development Coordinator:** This position will coordinate the teacher evaluation design process in respect to district polices and practices	August 2010-June 2013		0.2 FTE* $75,000/ FTE/yr. * 3 yr. plus 33% benefits= $60,000/ 2 schools = $30,000	OUSD central office support, NExOs	OUSD NExOs

TA, PD, RPR, ES, IRR	**Launch Teacher Evaluation Advisory Group (principals):** To provide support and guidance for each schools' design, implementation, and evaluation of new teacher evaluation – group includes teachers and will meet at least monthly.	August 2010-June 2013		5 principals * $50/hr. * 100 hr./yr. * 3 yr. = $75,000/ 2 schools = $37,500	OUSD central office support, NExOs	OUSD NExOs
TA, PD, RPR, ES, IRR	**Launch Teachers' Evaluation Advisory Group (teachers):** To provide support and guidance for each schools' design, implementation, and evaluation of new teacher evaluation – group includes principals and will meet at least monthly.	August 2010-June 2013		5 teachers * $23.16/hr. * 100 hr./yr. * 3 yr. plus 18% benefits =$55,000/ 2 schools = $27,500	OUSD central office support, NExOs	OUSD NExOs
PD, IP, SD, TA	**Hire Formative Assessment Developer & Coach:** • To work with teachers to develop their own assessments and incorporate district assessments into their practice. Will work with district's Research and Assessment team.	August 2010-June 2013		0.4 FTE* $75,000/ FTE/yr. * 3 yr. plus 33% benefits = $120,000/ 2 schools = $60,000	OUSD central office support, Research and Assessment, NExOs	OUSD NExOs

TA, SD, IP	**Launch Overall School Evaluation:** • To assess efficacy of implementation of overall plan and provide data for ongoing modification of plan • Team of 4-5 central office personnel engaged for ± 1 week/yr.	August 2010-June 2013		0.1 FTE* $75,000/ FTE/yr. * 3 yr. plus 33% benefits = $30,000/ 2 schools = $15,000	OUSD central office support, Research and Assessment, NExOs	OUSD NExOs
TA, IP	**Launch Evaluation of Program Elements:** • To assess efficacy of selected elements of plan (e.g., extended day program) and provide data for ongoing modification of elements, on a more regular basis than yearly evaluation • 1-2 individuals from Research and Assessment team	August 2010-June 2013		0.2 FTE* $75,000/ FTE/yr. * 3 yr. plus 33% benefits = $60,000/ 2 schools = $30,000	OUSD central office support, Research and Assessment, NExOs	OUSD NExOs
PD, IP, SD, TA	**Hire Math Instructional Support Coach** To support the incorporation of ELD strategies into the teaching of math and to build teachers' instructional capacity for differentiating instruction	August 2010 (continue through June 2013)	1.0 FTE * $65,000/FTE/yr. * 3 yr. plus 33% benefits = $260,000		OUSD central office support	OUSD NExOs
PD, IP,	**Hire ELD Instructional**	August	1.0 FTE *		OUSD central	OUSD

SD, TA	**Support Coach** To support the incorporation of ELD strategies across all instructional areas and to develop tailored ELD curricula for each school	2010 (continue through June 2013)	$65,000/FTE/yr. * 3 yr. plus 33% benefits = $260,000		office support	NExOs
PD, IP, SD, TA	**Hire Reading Specialist** To develop and administer reading diagnostic assessments, collect and analyze data, and assist groups of teachers with the planning and implementation of lessons to specifically support growth in reading	August 2010 (continue through June 2013)	1.0 FTE * $65,000/FTE/yr. * 3 yr. plus 33% benefits = $260,000		OUSD central office support	OUSD NExOs
PD, IP, SD, TA	**Hire ELA Instructional Support Coach** To support the incorporation of ELD strategies into the teaching of ELA and to facilitate inquiry around ELA instruction	August 2010 (continue through June 2011)	Contract with BayCES: 1 day/wk. = $75,000		OUSD central office support, BayCES	OUSD NExOs

PD, SD, TA, OF	**Hire Operations Coach** To build leadership team and office staff capacity to support operational aspects of the school, including budget management, HR, maintenance, etc. (OUSD service: includes all costs for 1 day/wk.)	August 2010 (continue through June 2013)	$105,000		OUSD central office support, OSF operational support	OUSD NExOs
OF, TA, PD, RPR	**Hire School Leadership Coach** To develop the capacity of the principal, assistant principal, and school leadership team, and to support the facilitating of leadership team meetings (OUSD service: includes all costs for 2 days/wk.)	August 2010 (continue through June 2013)	$162,000		OUSD central office support, OSF operational support	OUSD NExOs
PD, IP, SD, TA	**Hire Instructional Support Provider** • To assist with the development of an overall instructional framework for the school, and to guide the development of tools to support this framework • This individual will work closely with all coaches to elicit feedback from	August 2010 (continue through June 2013)	$270,000		OUSD central office support, consultants to be determined	OUSD NExO

	them and align their work to the emerging framework (Consultant: includes all costs for 2 days/wk.)					
SD, IP, PD, TA	**Hire Reform Researcher & Facilitator** To conduct research on structural elements of the transformation model, in particular teacher evaluation and extended day scheduling, and facilitate teams of teachers and administrators to analyze, adopt, inquire around, and revise these elements of the plan (Consultant: includes all costs for 1day/wk.)	August 2010 (continue through June 2013)	$135,000		OUSD central office support, consultants to be determined	OUSD NExOs,
ILT, SD, IP	**Hire Extended Day/Core Program Coordinator** To manage the curricular integration of the core program with the extended day program, and act as a liaison between core teachers and those teaching in the	August 2010 (continue through June 2013)	0.4 FTE * $60,000/FTE/yr. * 3 yr. plus 33% benefits = $96,000		OUSD central office support	OUSD NExOs, Principal

	extended day program, facilitating regular meetings and increasing communication between stakeholders.					
PD, RPR, IRR, TA	**Launch *Aspiring Leaders Program*** To systematically develop the leadership capacity of teachers who have an interest in, and ability to engage in, school leadership	October 2010 (continue through June 2013)	Planning and facilitation: *New Leaders for New Schools = $60,000* Teacher extended contracts 4 teachers * $23.16/hr. * 80 hr./yr. * 3 yr. = $22,250 Aspiring Leaders Benefits (18%) = $4,000 Total = $86,250		New Leaders, OUSD central office	OUSD NExOs, Principal, New Leaders

PD, SD, IP, ILT, TA	**Hold Leadership Team Summer Retreat** To support planning of the broad framework for each year, and preparation for the staff, hold 2-day summer planning retreat	June 2010, June 2011, June 2012	• Facilitation: Coach/consultant $6,000 • Retreat location and hospitality $6400 • Per diems $8,160 • Teacher extended contracts= 5 teachers * $5,560 • Leadership Team Retreat Benefits $3,720 = 3 year total $29,840	Consultants TBD	OUSD NExOs, Principal
PD, SD, ILT, IP	**Hold Leadership Team Summer Planning Sessions** Time for research, reflection, and planning for the year	5 Times per year over 3 years August 2010- June 2013	• Admin.: $46,800 • Teachers: $13,900 • Leadership Team Planning Benefits $18,100 = Total $78,800	School site teams, central office support	OUSD NExOs, Principal

PD, SD, ILT, IP, RPR	**Hold 5-day Staff Summer Planning Retreat** To support planning curriculum and instruction within the framework of the transformation plan – focused on accelerating the learning of ELs	August 2010, August 2011, August 2012	• Facilitation: Coach $18,000 • Retreat location and hospitality $33,000 • Admin.: $20,400 • Teachers: 18 teachers $50,000 • Benefits $15,800 = 3 year Total $137,200		Consultants TBD, School site teams, central office support	Principal
SD, IP, ILT	**Hold Summer Curriculum Writing Sessions** To develop EL student-specific curriculum in math and ELA, we will hold sessions with 2 lead teachers (with support of coaches).	Summer 2010, Summer 2011, Summer 2012	• 2 teachers * 8 hr. * 10 days/yr. * 3 yr. $14,500 • Benefits (18%) $2,600 = $17,100		School site teams, coaches, central office support	Principal

ILT, PD, SD, IP	**Summer Workshop on ELD Strategies** To learn from latest research and refine ELD strategies, we will hold workshops with all teachers and coaches. *Years two and three of grant only	July 2011 and July 2012	(18 teachers + 4 coaches) * $1500 ea./yr. * 2 yr. = $66,000		School site teams, coaches, central office support	Principal
ILT, SD, IP, TA	**Launch Extended Day Program** • 3 hours per day, 4 days per week • Small group instruction, tutoring, homework assistance, and academically-oriented activities Supplements activities funded through ASES	September 2010-June 2013	• Contract with *Citizen Schools* Year 1: 6th grade ($216,000) Year 2: 6th grade plus subset of 7th grade (360,000) Year 3: 6th grade plus subset of 7th & 8th grades (504,000) *Citizen Schools* will collaborate with OUSD to secure funding to ensure sustainability of program Total cost $1,080,000		Citizen Schools, central office support, ASES funding	OUSD NExOs, Principal, Citizen Schools

ILT	**Provide Student Transportation After Extended Day** To provide safe passage between school and home for students in particularly dangerous neighborhoods	4 days per week September through June (2010-2013)	* $300/day * 4 days/wk. * 36 wk. = $86,400 annually		Funding provided by SIG	Principal
ILT, PD, SD, IP, RPR	**Implement Extended Learning Time Plan with teachers:** -Teachers participate in increased professional development and Professional Learning Communities (additional teacher planning and collaboration time weekly, to engage in data analysis, inquiry, and planning within and across subject areas)	2 hours weekly during school-year: August 2010-June 2013	• 18 teachers * $23.16/hr. * 2hr./wk. * 36 wk./yr. * 3 yr. 90,000 • Teacher Benefits (18%) $16,200 = Total $106,200		OUSD central office support, partners TBD	OUSD NExOs, Principal
RPR, PD, TA, IP	**Principal Cohort Meetings** • To provide principals with a consistent group of peers for engaging in inquiry around problems of practice • Principal of transformation school + 4 principal peers will meet	Monthly September 2010-June 2013	• Facilitation: Coach/consultant $24,000 • Food $6,000 • 5 principals * $54,000 • Principal Cohort Benefits (33%) $18,000 =Total $112,000		OUSD central office support, partners TBD	OUSD NExOs

	8 hours per month					
FCE, TA, PD	**Launch Family Engagement and Support Program:** To teach families how best to support their students' academic progress – partnering with the school to ensure student success. The *Oakland Schools Foundation* (OSF) has developed "FamELI": a program specifically designed to strengthen school programs that engage and support families around academic issues. Hire staff and dedicate space to FRC. Conduct baseline surveys, participate in coaching and PLCs with OSF FamELI Collaborative. Employ FamELI toolkit in order to build systems needed to integrate and align program into schoolwide goals.	Make hires August 2010 Monthly Meetings September -June 2010-2013 Quarterly surveys, coaching sessions, and Collaborative Meetings for Principals 2010-2013	• Family Academic Support Director (0.5 FTE over 3 years) $105,000 • Family Academic Support Coordinators (2 * 0.5 FTE over 3 years) $135,000 • Program coaching and trainings $15,000 • Family Resource Center First Year set-up: $10,000; Years 2 & 3: $3,500/yr. Total 3 years = $17,000 • Family Academic Support Programs $24,000 3 year Total= $296,000		Oakland Schools Foundation, OUSD central office support	Principal, OSF
TA, PD, SD, IP	**Purchase Formative Assessment Software:** To support every teacher		Year 1: $25,000; Year 2: $15,000; Year 3: $10,000		OUSD central office support, partners TBD	Principal

	in the development of customized, frequent, formative assessments, staff will evaluate several programs and then choose one research-based program to implement.					
TA, PD, SD, IP	**Purchase Diagnostic Software:** To support differentiated instruction for EL students, staff will evaluate several programs and then choose one research-based program for adoption.		• ELD: $10,000 • ELA: $15,000 • Math: $20,000 Estimate expenditure of 60% in Year 1; 30% in Year 2; and 10% in Year 3		OUSD central office support, partners TBD	Principal
TA, SD	**Purchase Classroom Computer Hardware:** To support differentiated instruction for EL students. (All purchases Year 1, plus 5% replacement/repair in Years 2 & 3)	September 2010	• 15 classrooms * 3 computers/classr oom *$1000/computer 10 classrooms *1 smartboard/classroo m * $2500/smartboard = $75,000		OUSD central office support	Principal
IRR, SD, RPR	**Purchase Teacher Laptops:** To support assessment development, data analysis, and individualized instruction Laptops for teachers will	September 2010	(18 teachers + 1 principal + 2 APs + 1 Resident + 4 coaches) * $1000/computer =$26,000		OUSD central office support	Principal

School: **Explore Middle School** Tier: (I) or II (circle one)

Intervention Model: □ Turnaround □ Restart ⊙ Closure □ Transformation

Total FTE required: ___.6__ LEA _____ School _____ Other

Acronym	Services & Activities	Timeline	Projected Costs School	LEA	Resources	Oversight
	also be used to further enhance teachers' working conditions.					

SD, IP, TA	**Conduct Needs Assessments**	Fall 2009		.1 FTE $65,000/yr. plus 33% benefits = $8,645	OUSD employed staff, general funding, Cambridge Review	OUSD NExOs
FCE	**Hold Public Meetings on SIG process**	March-May 2010		Translation $600 Babysitting $600 Hospitality $600 Total= $1800	OUSD staff facilitation and support	OUSD NExOs
SD, IP	**Hold Staff Meetings on SIG process**	March-May 2010		Hospitality $300	OUSD employed staff, OUSD general funding	OUSD NExOs
IP	**Hold OUSD Meetings on SIG**	March-		Translation	OUSD employed	OUSD

	process and reform model decisions	May 2010		$600	staff, BOE, OUSD general funding	NExOs
CS	**Close School:** Based on needs assessment and data analysis, OUSD decided to close Explore and support students to enroll in higher performing middle schools.	July 2010			OUSD central office	OUSD NExOs and Portfolio Management

OSE, CP	**Hire School Counselor** • To support students' transition between Explore and their new—receiving—schools To work with counselors and teachers at receiving schools to ensure fit and facilitate transition	July 2010 – December 2010	• 1.0 FTE * $65,000/FTE/yr. * 0.25 yr. = $16,250 • Counselor Benefits (33%) = $5,363		OUSD central office	OUSD NExOs and Portfolio Management
OSE	**Hire Family Liaison** • To support families in the decision-making process regarding a new school To be a resource to families as their children transition into their new schools	July 2010 – December 2010	• 1.0 FTE * $55,000/FTE/yr. * 0.25 yr. = $13,750 • Family Liaison Benefits (33%) = $4,538		OUSD central office	OUSD NExOs and Portfolio Management
OSE, CP	**School Placement Specialist** • To identify potential receiving schools for each student and coordinate the "matches" To effectively manage the transfer of student records	July 2010 – December 2010	• 0.5 FTE * $55,000/FTE/yr. * 0.25 yr. = $6,875 • Placement Specialist Benefits (33%) = $2,269		OUSD central office	OUSD NExOs and Portfolio Management

School: **United For Success Academy**   Tier (I) or II (circle one)

Intervention Model: ☐ Turnaround ☐ Restart ☐ Closure (☐ Transformation)

Total FTE required: __1.2_ LEA (annually) _7_ School (in addition to teachers annually) _10_ Other (contractors)

Acronym	Services & Activities	Timeline	Projected Costs School	LEA	Resources	Oversight
RP	**Hire new principal**	August 2009	1.0 FTE * $80,000		OUSD general funding	OUSD NExOs
SD, IP, TA	**Conduct Needs Assessments**	March 2009-May 2010		.1 FTE $65,000/yr. plus 33% benefits = $8,645	OUSD employed staff, general funding	OUSD NExOs
FCE	**Hold Public Meetings on SIG process**	March-May 2010		Translation $600 Babysitting $600 Hospitality $600 Total= $1800	OUSD staff, Oakland Community Organizations facilitation and support	OUSD NExOs
SD, IP	**Hold Staff Meetings on SIG process**	March-May 2010		Hospitality $300	OUSD employed staff, OUSD general funding	OUSD NExOs
IP	**Hold OUSD Meetings on SIG process** and reform model decisions	March-May 2010		Translation $600	OUSD employed staff, BOE, OUSD general funding, Oakland Schools	OUSD NExOs

					Foundation	
OF, TA	**Schools Employ Results Based Budgeting** to develop strategy for implementation of SIG Transformation plan.	May 2010-June 2013		N/A	OUSD central office support, NExOs, Principals, OSF operational support	OUSD NExOs
TA	**Hire Transformation Support Coordinator:** This position will facilitate compliance with grant guidelines and facilitate regular reporting and participate in Quarterly SIG Assessment Team Meetings	August 2010-June 2013		0.2 FTE* $75,000/ FTE/yr. * 3 yr. plus 33% benefits= $60,000/ 2 schools = $30,000	OUSD central office support, NExOs, Principals	OUSD NExOs
ES, IRR, RPR	**Hire Teacher Evaluation Development Coordinator:** This position will coordinate the teacher evaluation design process in respect to district polices and practices	August 2010-June 2013		0.2 FTE* $75,000/ FTE/yr. * 3 yr. plus 33% benefits= $60,000/ 2 schools = $30,000	OUSD central office support, NExOs	OUSD NExOs
TA, PD, RPR, ES, IRR	**Launch Teacher Evaluation Advisory Group (principals):** To provide support and guidance for each schools' design, implementation, and evaluation of new teacher	August 2010-June 2013		5 principals * $50/hr. * 100 hr./yr. * 3 yr. = $75,000/ 2 schools = $37,500	OUSD central office support, NExOs	OUSD NExOs

	evaluation – group includes teachers and will meet at least monthly.					
TA, PD, RPR, ES, IRR	**Launch Teachers' Evaluation Advisory Group (teachers):** To provide support and guidance for each schools' design, implementation, and evaluation of new teacher evaluation – group includes principals and will meet at least monthly.	August 2010-June 2013		5 teachers * $23.16/hr. * 100 hr./yr. * 3 yr. plus 18% benefits =$55,000/ 2 schools = $27,500	OUSD central office support, NExOs	OUSD NExOs
PD, IP, SD, TA	**Hire Formative Assessment Developer & Coach:** • To work with teachers to develop their own assessments and incorporate district assessments into their practice. Will work with district's Research and Assessment team.	August 2010-June 2013		0.4 FTE* $75,000/ FTE/yr. * 3 yr. plus 33% benefits = $120,000/ 2 schools = $60,000	OUSD central office support, Research and Assessment, NExOs	OUSD NExOs
TA, SD, IP	**Launch Overall School Evaluation:** • To assess efficacy of implementation of overall plan and provide data for ongoing modification of plan	August 2010-June 2013		0.1 FTE* $75,000/ FTE/yr. * 3 yr. plus 33% benefits = $30,000/ 2 schools =	OUSD central office support, Research and Assessment, NExOs	OUSD NExOs

	• Team of 4-5 central office personnel engaged for ± 1 week/yr.				$15,000	
TA, IP	**Launch Evaluation of Program Elements:** • To assess efficacy of selected elements of plan (e.g., extended day program) and provide data for ongoing modification of elements, on a more regular basis than yearly evaluation • 1-2 individuals from Research and Assessment team	August 2010-June 2013		0.2 FTE* $75,000/ FTE/yr. * 3 yr. plus 33% benefits = $60,000/ 2 schools = $30,000	OUSD central office support, Research and Assessment, NExOs	OUSD NExOs
PD, IP, SD, TA	**Hire Math Instructional Support Coach** To support the incorporation of ELD strategies into the teaching of math and to build teachers' instructional capacity for differentiating instruction	August 2010 (continue through June 2013)	1.0 FTE * $65,000/FTE/yr. * 3 yr. plus 33% benefits = $260,000		OUSD central office support	OUSD NExOs
PD, IP, SD, TA	**Hire ELD Instructional Support Coach** To support the incorporation of ELD strategies across all instructional areas and to	August 2010 (continue through June 2013)	1.0 FTE * $65,000/FTE/yr. * 3 yr. plus 33% benefits = $260,000		OUSD central office support	OUSD NExOs

	develop tailored ELD curricula for each school				
PD, IP, SD, TA	**Hire Reading Specialist** To develop and administer reading diagnostic assessments, collect and analyze data, and assist groups of teachers with the planning and implementation of lessons to specifically support growth in reading	August 2010 (continue through June 2013)	1.0 FTE * $65,000/FTE/yr. * 3 yr. plus 33% benefits = $260,000	OUSD central office support	OUSD NExOs
PD, SD, TA, OF	**Hire Operations Coach** To build leadership team and office staff capacity to support operational aspects of the school, including budget management, HR, maintenance, etc. (OUSD service: includes all costs for 1 day/wk.)	August 2010 (continue through June 2013)	$105,000	OUSD central office support, OSF operational support	OUSD NExOs
OF, TA, PD, RPR	**Hire School Leadership Coach** To develop the capacity of the principal, assistant principal, and school leadership team, and to support the facilitating of leadership team meetings (OUSD service: includes all costs for 2 days/wk.)	August 2010 (continue through June 2013)	$162,000	OUSD central office support, OSF operational support	OUSD NExOs

PD, IP, SD, TA	**Hire Instructional Support Provider** • To assist with the development of an overall instructional framework for the school, and to guide the development of tools to support this framework • This individual will work closely with all coaches to elicit feedback from them and align their work to the emerging framework (Consultant: includes all costs for 2 days/wk.)	August 2010 (continue through June 2013)	$270,000		OUSD central office support, consultants to be determined	OUSD NExO
SD, IP, PD, TA	**Hire Reform Researcher & Facilitator** To conduct research on structural elements of the transformation model, in particular teacher evaluation and extended day scheduling, and facilitate teams of teachers and administrators to analyze, adopt, inquire around, and revise these elements of the plan (Consultant: includes all	August 2010 (continue through June 2013)	$135,000		OUSD central office support, consultants to be determined	OUSD NExOs,

	costs for 1day/wk.)					
ILT, SD, IP	**Hire Extended Day/Core Program Coordinator** To manage the curricular integration of the core program with the extended day program, and act as a liaison between core teachers and those teaching in the extended day program, facilitating regular meetings and increasing communication between stakeholders.	August 2010 (continue through June 2013)	0.4 FTE * $60,000/FTE/yr. * 3 yr. plus 33% benefits = $96,000		OUSD central office support	OUSD NExOs, Principal
PD, RPR, IRR, TA	**Launch *Aspiring Leaders Program*** To systematically develop the leadership capacity of teachers who have an interest in, and ability to engage in, school leadership	October 2010 (continue through June 2013)	Planning and facilitation: *New Leaders for New Schools = $60,000* Teacher extended contracts 4 teachers * $23.16/hr. * 80 hr./yr. * 3 yr. = $22,250		New Leaders, OUSD central office	OUSD NExOs, Principal, New Leaders

			Aspiring Leaders Benefits (18%) = $4,000 Total = $86,250			
PD, SD, IP, ILT, TA	**Hold Leadership Team Summer Retreat** To support planning of the broad framework for each year, and preparation for the staff, hold 2-day summer planning retreat	June 2010, June 2011, June 2012	• Facilitation: Coach/consultant $6,000 • Retreat location and hospitality $6400 • Per diems $8,160 • Teacher extended contracts= 5 teachers * $5,560 • Leadership Team Retreat Benefits $3,720 = 3 year total $29,840		Consultants TBD	OUSD NExOs, Principal

PD, SD, ILT, IP	**Hold Leadership Team Summer Planning Sessions** Time for research, reflection, and planning for the year	5 Times per year over 3 years August 2010- June 2013	• Admin.: $46,800 • Teachers: $13,900 • Leadership Team Planning Benefits $18,100 = Total $78,800		School site teams, central office support	OUSD NExOs, Principal
PD, SD, ILT, IP, RPR	**Hold 5-day Staff Summer Planning Retreat** To support planning curriculum and instruction within the framework of the transformation plan – focused on accelerating the learning of ELs	August 2010, August 2011, August 2012	• Facilitation: Coach $18,000 • Retreat location and hospitality $33,000 • Admin.: $20,400 • Teachers: 18 teachers $50,000 • Benefits $15,800 = 3 year Total $137,200		Consultants TBD, School site teams, central office support	Principal

SD, IP, ILT	**Hold Summer Curriculum Writing Sessions** To develop EL student-specific curriculum in math and ELA, we will hold sessions with 2 lead teachers (with support of coaches).	Summer 2010, Summer 2011, Summer 2012	• 2 teachers * 8 hr. * 10 days/yr. * 3 yr. $14,500 • Benefits (18%) $2,600 = $17,100		School site teams, coaches, central office support	Principal
ILT, PD, SD, IP	**Summer Workshop on ELD Strategies** To learn from latest research and refine ELD strategies, we will hold workshops with all teachers and coaches. *Years two and three of grant only	July 2011 and July 2012	(18 teachers + 3 coaches) * $1500 ea./yr. * 2 yr. = $63,000		School site teams, coaches, central office support	Principal
FCE, PD	**Teacher Conflict Mediation Training and Support** • Coach/consultant for PD training and individual coaching • 2-3 full PD days; 3-4 afternoon PD sessions; 5 – 10 days coaching		Year 1: 64 hr.; Year 2: 88 hr.; Year 3: 112 hr.= 264 hr. *$125/hr. = $33,000		School site teams, coaches, central office support	Principal

ILT, SD, IP, TA	**Launch Extended Day Program** • 3 hours per day, 4 days per week • Small group instruction, tutoring, homework assistance, and academically-oriented activities Supplements activities funded through ASES	September 2010-June 2013	• Contract with *Citizen Schools* Year 1: 6th grade ($216,000) Year 2: 6th grade plus subset of 7th grade (360,000) Year 3: 6th grade plus subset of 7th & 8th grades (504,000) *Citizen Schools* will collaborate with OUSD to secure funding to ensure sustainability of program Total cost $1,080,000		Citizen Schools, central office support, ASES funding	OUSD NExOs, Principal, Citizen Schools
ILT	**Provide Student Transportation After Extended Day** To provide safe passage between school and home for students in particularly dangerous neighborhoods	4 days per week September through June (2010-2013)	* $300/day * 4 days/wk. * 36 wk. = $86,400 annually		Funding provided by SIG	Principal

	Purchase Classroom Sets of Leveled Books • To provide engaging and accessible texts for EL students Acquire 1/3 of books per year for 3 years	September 2010 September 2011 September 2012	• 18 classrooms * 100 books/classroom * $10/book = $18,000		Funded by SIG	Principal
	Student Retreats • To build teacher – student relationships and generate commitment to academic success for all students • 3 days at each grade level, staggered • Admin. attend all retreats; each teacher attends for only one grade level • Year 2 & 3 only	November 2011 November 2012	• Retreat 380 participants * $45/participant/day * 3 days/yr. * 2 yr. = $102,600 • Admin and teachers extended contract: $76,640		Funding by SIG, partners TBD	Principal
ILT, PD, SD, IP, RPR	**Implement Extended Learning Time Plan with teachers:** -Teachers participate in increased professional development and Professional Learning Communities (additional teacher planning and collaboration time weekly, to engage in data	2 hours weekly during school-year: August 2010-June 2013	• 18 teachers * $23.16/hr. * 2hr./wk. * 36 wk./yr. * 3 yr. 90,000 • Teacher Benefits (18%) $16,200 = Total $106,200		OUSD central office support, partners TBD	OUSD NExOs, Principal

	analysis, inquiry, and planning within and across subject areas)					
RPR, PD, TA, IP	**Principal Cohort Meetings** • To provide principals with a consistent group of peers for engaging in inquiry around problems of practice • Principal of transformation school + 4 principal peers will meet 8 hours per month	Monthly September 2010-June 2013	• Facilitation: Coach/consultant $24,000 • Food $6,000 • 5 principals * $54,000 • Principal Cohort Benefits (33%) $18,000 =Total $112,000		OUSD central office support, partners TBD	OUSD NExOs
FCE, TA, PD	**Launch Family Engagement and Support Program:** To teach families how best to support their students' academic progress – partnering with the school to ensure student success. The *Oakland Schools Foundation* (OSF) has developed "FamELI": a program specifically	Make hires August 2010 Monthly Meetings September -June 2010-2013 Quarterly surveys, coaching	• Family Academic Support Director (0.5 FTE over 3 years) $105,000 • Family Academic Support Coordinators (2 * 0.5 FTE over 3 years) $135,000 • Program coaching and		Oakland Schools Foundation, OUSD central office support	Principal, OSF

	designed to strengthen school programs that engage and support families around academic issues. Hire staff and dedicate space to FRC. Conduct baseline surveys, participate in coaching and PLCs with OSF FamELI Collaborative. Employ FamELI toolkit in order to build systems needed to integrate and align program into schoolwide goals.	sessions, and Collaborative Meetings for Principals 2010-2013	trainings $15,000 • Family Resource Center First Year set-up: $10,000; Years 2 & 3: $3,500/yr. Total 3 years = $17,000 • Family Academic Support Programs $24,000 3 year Total= $296,000		
TA, PD, SD, IP	**Purchase Intervention Software:** To provide individualized student support in ELA and Math Will evaluate several programs prior to adoption All purchases Year 1		Year 1: 80,000 Year 2: 8,000 Year 3: 8,000		OUSD central office support, partners TBD	Principal
TA, PD, SD, IP	**Purchase Diagnostic Software:** To support differentiated instruction for EL students, staff will evaluate several programs and then choose one research-based program for adoption.		• ELD: $10,000 • ELA: $15,000 • Math: $20,000 Estimate expenditure of 60% in Year 1; 30% in Year 2; and 10% in Year 3		OUSD central office support, partners TBD	Principal

TA, SD	**Purchase Classroom Computer Hardware:** To support differentiated instruction for EL students. (All purchases Year 1, plus 5% replacement/repair in Years 2 & 3)	September 2010	• 15 classrooms * 3 computers/classr oom *$1000/computer 10 classrooms *1 smartboard/classroo m * $2500/smartboard = $75,000		OUSD central office support	Principal
IRR, SD, RPR	**Purchase Teacher Laptops:** To support assessment development, data analysis, and individualized instruction Laptops for teachers will also be used to further enhance teachers' working conditions.	September 2010	(18 teachers + 1 principal + 2 APs + 1 Resident + 4 coaches) * $1000/computer =$26,000		OUSD central office support	Principal

Appendix:

- OUSD Board Resolutions (included in hard copy)
- Partner Letters of Support
- Theory of Action
- Needs Analysis Documents (all included in hard copy)
- Schools' Data (all included in hard copy)
- Public Notices and Announcements (all included in hard copy)
- OUSD Overview (all included in hard copy)
- Schools SIG Feedback Forms (all included in hard copy)
- Meeting Sign-in Sheets, Agendas

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

May 26, 2010

Legislative File
File ID No.:   10-1303
Introduction Date: 05/26/10
Enactment No.:   10-0737
Enactment Date: 05/26/10
By:_____

TO: Board of Education

FROM: Anthony Smith, Ph.D., Superintendent

SUBJECT: **Selection of Transformation Model and Approval of School Improvement Grant**
               Application – Elmhurst Community Preparatory School and United for Success School

ACTION REQUESTED:

Approval by Board of Education of Resolution No. 0910-0283 - Selection of Transformation Model for
Elmhurst Community Preparatory School and United for Success School and Approval of Grant
Application for Implementation of Model at Said Schools.

BACKGROUND:

Under the Federal "No Child Left Behind" law states are required to designate "persistently low-
performing" schools and to carry out a rigorous process to improve outcomes for students at such schools.

In early March, 2010, five District schools were included on the Persistently Lowest-Achieving Schools –
Year 2010 list issued by the California Superintendent of Public Instruction (CSPI). The schools were:

- Elmhurst Community Preparatory School
- Alliance Academy
- Roots International Academy
- United for Success Academy
- Explore College Preparatory School[1]

Schools on the list may be eligible for federal School Improvement Grant funding, depending upon the
School Improvement Reform model selected by the Governing Board.

In order to apply for the School Improvement Grant funding, the District must choose to implement one
of the following school improvement models:

    1. Closure model (Close the school and enroll students in other, higher performing schools);

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[1] Explore College Preparatory School had been designated, for closure in a separate action by the Board of
Education as of June 30, 2010.

2. Restart model (Close the school and restart under a charter school operator);
3. Turnaround model (Replace the principal and at least 50% of the staff and adopt new governance and instructional programs); and
4. Transformation model (Expand school time, enhance community involvement, improve effectiveness of principal, teachers, and instructional programs--and replace the principal, if in the position for two years or more).

The District between March 8, 2010 and April 14, 2010 facilitated engagement within and among the staff and parent/guardian school community of Elmhurst Community Preparatory School, Alliance Academy, Roots International Academy, and United for Success Academy, that included a multi-faceted community engagement effort including large group and small-group workshops, community meetings, and development of a dedicated web-based resource center. Following the period of intense engagement, on Wednesday, April 14, 2010, each school community submitted a proposal to the Office of the Superintendent. The proposals outlined the approach each school proposed to take, in some cases setting forth rationale for why pursuit of a low-achieving school reform model and a School Improvement Grant is not be in the school's best interest[2]. These steps were conducted in an effort to fully invest each school community in addressing the needs of its school.

Following careful consideration of each school's current progress to date in moving student achievement, an evaluation of the District's capacity to leverage School Improvement Grant funds in the interest of increasing student achievement, and in consideration of other concurrent efforts underway to improvement the learning of students across all schools set forth in the CSPI's "Persistently Low-Performing Schools" list and each school community wishes, the Superintendent of Schools, recommends that the Board select the Transformation Model for Elmhurst Community Preparatory School and Unified for Success Academy, respectively, and approve, permit the submission of the Grant Application, attached hereto, to the California Department of Education seeking funding to support the implementation of the Transformation Model at Elmhurst Community Preparatory School and United for Success Academy, as set forth therein.

FISCAL IMPACT:

The selection of the Transformation Model and approval of the Grant Application, as referenced herein, will provide a significant increase in resources to support the District in its effort to successfully implement the reform for Elmhurst Community Preparatory School and United for Success Academy.

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[2] District is pursuing other long term means to improve the academic performance of all of its schools.

RECOMMENDATION:

Approval by Board of Education of Resolution No. 0910-0283 - Selection of Transformation Model for Elmhurst Community Preparatory School and United for Success School and Approval of Grant Application for Implementation of Model at Said Schools.

Attachments   Resolution No. 0910-0283
                     Federal School Improvement Grant Application
                     Grant Application Budget Attachment
                     Public Notices/Announcements
                     Community Engagement Documentation

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent
1025 Second Avenue, Room 301
Oakland, CA 94606
Phone (510) 879-8200
Fax (510) 879-8800

**RESOLUTION
OF THE
GOVERNING BOARD
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT**

Resolution No. 0910-0283

Selection of Transformation Model for Elmhurst Community Preparatory School and United for Success School and Approval of Grant Application for Implementation of Model at Said Schools

WHEREAS, under the Federal "No Child Left Behind" law, states are required to designate "persistently low-performing" schools and to carry out a rigorous process to improve outcomes for students at such schools; and

WHEREAS, in early March 2010, five District schools were included on the Persistently Lowest-Achieving Schools – Year 2010 list issued by the California Superintendent of Public Instruction (CSPI): Elmhurst Community Preparatory School, Alliance Academy, Roots International Academy, United for Success Academy, and Explore College Preparatory School[1]; and

WHEREAS, schools on the list are eligible for federal School Improvement Grant (SIG) funding; and

WHEREAS, the District must choose to implement one of the following school improvement models: Closure model (close the school and enroll students in other, higher performing schools); Restart model (close the school and restart under a charter school operator); Turnaround model (replace the principal and at least 50% of the staff and adopt new governance and instructional programs); and Transformation model (expand school time, enhance community involvement, improve effectiveness of principal, teachers, and instructional programs--and replace the principal, if in the position for two years or more), in order to apply for the SIG funding; and,

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[1]Explore College Preparatory School had already been designated by action of the Board for Closure as of June, 2010.

WHEREAS, schools that do not follow one of these plans are not eligible for the improvement funding; and

WHEREAS, the District between March 8, 2010 and April 14, 2010 facilitated engagement activities within and among the staff and parent/guardian school community of Elmhurst Community Preparatory School, Alliance Academy, Roots International Academy, and United for Success Academy, that included a mutli-faceted community engagement effort including large group and small-group workshops, community meetings, and development of a dedicated web-based resource center; and

WHEREAS, a summary record of the facilitated engagements and each school community's proposal submitted to the Office of the Superintendent, on Wednesday, April 14, 2010, was introduced and incorporated into the record of the Public Hearings referenced herein, as though fully set forth; and

WHEREAS, the proposals outlined the approach each school offered to take, in some cases setting forth rationale for why, at this time, pursuit of a "low achieving" school reform model and an associated School Improvement Grant is not in the school's best interest; and

WHEREAS, these steps were conducted in an effort to fully invest each school community in decision making, as intended by Education Code Section 53202; and

WHEREAS, following careful consideration of each school's current progress to date in moving student achievement, an evaluation of the District capacity to leverage School Improvement Grant funds in the interest of increasing student achievement, and in consideration of other concurrent efforts underway to improve the learning of students across all schools set forth in the states "Persistently Low-Performing Schools" list, the District intends to submit a Grant Application on behalf of the Oakland Unified School District to support the implementation of the Transformation Model at Elmhurst Community Prep and United for Success Academy, as set forth in the Grant Application attached herein; and

WHEREAS, on May 19, 2010, the Governing Board held a Special Meeting and conducted a Public Hearing at United for Success Academy, 2101 35th Avenue, Oakland, CA 94602, one of the schools identified as a "Persistently Lowest-Achieving School," in order to solicit public comment on which reform options it shall consider including funding sources available therefor including the federal School Improvement Grant; and

WHEREAS, at today's Regular Meeting, the Governing Board held a second Public Hearing in order to solicit additional public comment on which reform options it shall consider including funding sources available therefor including the Federal School Improvement Grant; and

WHEREAS, the selection of a recommended model and approval of the Grant Application, as referenced herein, will provide a significant increase in resources to support the District in its effort to successfully implement academic reform for Elmhurst Community Preparatory School and United for Success Academy,

NOW, THEREFORE, BE IT RESOLVED, that the Governing Board, upon consideration of the Public Hearings input from staff, parents and the school communities, hereby determines and selects the Transformation Model, as the option most suitable, for Elmhurst Community Preparatory School and United for Success School, respectively; and

BE IT FURTHER RESOLVED that the Governing Board hereby approves and supports the District's School Improvement Grant Application to the California Department of Education, seeking funding to provide support for the implementation of the Transformation Model as set forth in the grant requirements on behalf of United for Success School and Elmhurst Community Preparatory School, in the continuous appropriation amount of $2,548,480.00 in year one, $2,648,040.00 in year two, and $2,866,040.00 in year three for the period beginning July 1, 2010 to June 30, 2013, subject to renewal, and, if granted, in whole or in part, acceptance of same is authorized, pursuant to terms and conditions thereof, if any.

PASSED AND ADOPTED by the Governing Board of the Oakland Unified School District this 26th day of May, 2010; by the following vote, to wit:

AYES: Jody London, David Kakishiba, Jumoke Hodge, Noel Gallo, Alice Spearman, Vice President Christopher Dobbins, President Gary Yee
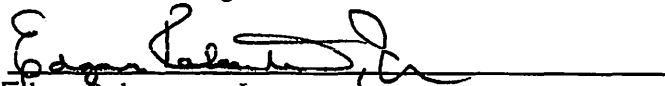
NOES: None

ABSTAINED: None

ABSENT: None

CERTIFICATION

I, Edgar Rakestraw, Secretary of the Governing Board of the Oakland Unified School District, Alameda County, State of California, do hereby certify that the foregoing Resolution was duly approved and adopted by the Governing Board of said District at a Regular Meeting thereof held on the 26th day of May, 2010 with a copy of such Resolution being on file in the Office of the Governing Board of said District.

Edgar Rakestraw, Jr.
Secretary, Governing Board

Attachment: District's **American Reinvestment and Recovery Act (ARRA) School Improvement Grant (SIG) Section 1003(g) Cohort 2009-10 Application**
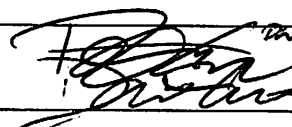
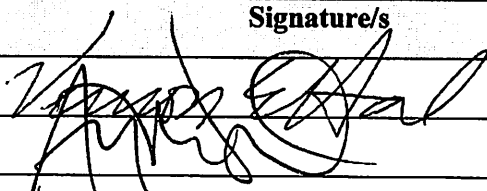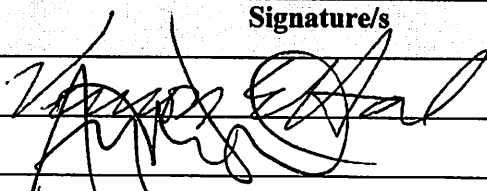| Title of Grant: School Improvement Grant	Funding Cycle Dates: 7/1/10 – 6/30/11
Grant's Fiscal Agent: (contact's name, address, phone number, email address) OUSD	Grant Amount for Full Funding Cycle:
Funding Agency: California Dept of Education Originally U.S. Dept of Education	Grant Focus: Tier 1 & Tier 2 Schools
List all School(s) or Department(s) to be Served: United For Success & Elmhurst Middle Schools	

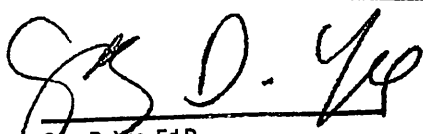| Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	These funds are intended to support research-based and effective, sustainable school improvement activities that increase the likelihood that all students learn challenging content, achieve proficiency on state assessments in reading/language arts and mathematics.
How will this grant be evaluated for impact upon student achievement? (Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 6.00% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)	Review and reporting of annual accountability data including, but not limited to: • Fiscal information on the use of grant funds. • Measures to demonstrate implementation of the research- and evidence-based strategies identified in the grant application. • The number and percentage of students who score proficient in reading/language arts and mathematics, as measured by the state's annual assessments, both overall in the District and for each school receiving funds through this application. • Whether the District has made AYP and moved out of PI status, and whether any of the schools receiving funds through this application have made AYP and moved out of PI status. Use of implementation benchmark and student achievement data to evaluate the effectiveness of improvement strategies identified in the SIG application.
Does the grant require any resources from the school(s) or district? If so, describe.	Review and reporting of annual accountability data including, but not limited to: • Fiscal information on the use of grant funds. • Measures to demonstrate implementation of the research- and evidence-based strategies identified in the grant application. • The number and percentage of students who score proficient in reading/language arts and mathematics, as measured by the state's annual assessments, both overall in the District and for each school receiving funds through this application. • Whether the District has made AYP and moved out of PI status, and whether any of the schools receiving funds through this application have made AYP and moved out of PI status. Use of implementation benchmark and student achievement data to evaluate the effectiveness of improvement strategies identified in the SIG application.
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU? (If yes, include the district's indirect rate of 6.04% for all	No

OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	
Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	No
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	David Montes De Oca Coordinator 879-8349
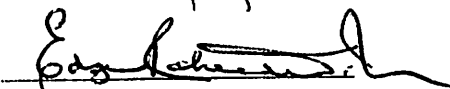
Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal			
Department Head (e.g. for school day programs or for extended day and student support activities)	David Montes		5/26/10

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal		
Superintendent	Tony Smith		

Gary D. Yee, Ed.D.
President, Board of Education

Edgar Rakestraw, Jr., Secretary
Board of Education

UNIVERSITY OF CALIFORNIA, BERKELEY

PRINCIPAL LEADERSHIP INSTITUTE   BERKELEY, CALIFORNIA 94720-1670
GRADUATE SCHOOL OF EDUCATION   (510) 643-7458, FAX (510) 642-4803

May 27, 2010

School Improvement Grant Program
U.S. Department of Education
Office of Elementary and Secondary Education
Student Achievement and School Accountability Programs
400 Maryland Ave. SW., Room 3C116
Washington, DC 20202-6132

Re: Support of the OUSD School Improvement Grant Application

To Whom It May Concern:

We would like to convey our support of the OUSD SIG application. We join the district in its commitment to the development of its leaders in service of increased student achievement. Oakland Unified stands apart from many other urban districts due to the significant student learning gains achieved in the last few years. These gains can be attributed, in part, to the willingness of the district to be innovative, take a learning stance and build the capacity of its educators to meet the needs of students. The School Improvement Grant will allow Oakland Unified to continue this forward moving work.

The Leadership Connection for Justice in Education (LCJE, or Leadership Connection) is the umbrella for K-12 leadership at U.C. Berkeley. It encompasses (1) the Principal Leadership Institute (PLI), a 14-month program to prepare leaders for urban schools, which started in 2000 and has now placed almost 400 individuals; (2) the Leadership Support Program (LSP), a three-year induction program for PLI graduates; (3) coaching for new administrators through the Coaching Initiative; (4) the Leadership Studio to help district administrators develop coherent leadership policies; and (5) Professional Development support via Equity Centered Professional Learning Communities (ECPLC). LCJE has worked in partnership with Oakland Unified since 2001 providing credentialed administrators as well as administrator coaching and professional development.

One of the challenges to professional growth often identified by educators is the lack of professional development that is easily translatable to site based contextualized needs. The Collaborative Inquiry work focused on school improvement will allow Oakland leaders to increase sustained attention to school change, use site based evidence in guiding leadership action and engage in learning aligned with their differentiated needs.

We have absolute confidence in OUSD's ability to implement and support transformative change and we look forward to deepening and expanding our work with Oakland principals towards this end. If you have any questions please feel free to contact me.

Sincerely,

Daphannie Stephens
Director, Leadership Connection for Justice in Education

1720 Broadway
4th Floor
Oakland, CA 94612

www.bayces.org

510.208.0160
Fax 510.208.1979

May 26, 2010

School Improvement Grant Program
U.S. Department of Education
Office of Elementary and Secondary Education
Student Achievement and School Accountability Programs
400 Maryland Ave. S.W., Room 3C116
Washington, DC 20202-6132

Re: Support of the School Improvement Grant Application of Elmhurst Community Prep

To Whom It May Concern:

I am writing to express my deep support for the SIG application of Elmhurst Community Prep (ECP) Middle School in Oakland. As a school support provider who has worked with ECP and more than a dozen other Oakland schools over the past ten years, I have seen many schools serving high-poverty student populations struggle with raising student achievement as measured by California Standards Tests, even as they improve in other areas of student learning and experience. I believe that in the very short time since it opened, ECP has made great strides in providing a rich educational experience for students, especially compared to the large school it partially replaced. I believe that ECP has very strong leadership, among both the principal and teacher leaders, and a culture of excellence that positions it to make great gains with the extra support this grant will provide.

I have specialized in equity-centered inquiry practice with teachers and teams in urban schools for the past 12 years. I taught high school English and first grade, and was the director of the Summerbridge Program in San Francisco, an academic enrichment program for middle school students. I am now currently finishing my Ph.D. in Education at UC Berkeley, focusing on the dynamics of collaborative teacher inquiry and its relationship to urban school change. In my current professional work as Impact 2012 Project Director, I have come to know ECP's staff and school practices well and I am very confident that they will succeed in their planned SIG efforts. They have a high capacity to implement instructional improvement programs and a deep commitment to the success of each student.

I look forward to supporting ECP's efforts as a local partner who is deeply invested in improving outcomes for Oakland students. Please do not hesitate to contact me with any questions.

Sincerely,
Tom Malarkey
Impact 2012 Inquiry Initiative Project Director

OAKLAND
SCHOOLS
FOUNDATION

June 16, 2010

School Improvement Grant Program
U.S. Department of Education
Office of Elementary and Secondary Education
Student Achievement and School Accountability Programs
400 Maryland Ave. SW, Room 3C116
Washington, DC 20202-6132

Re: Support of the OUSD School Improvement Grant Application

To Whom it May Concern:

I am pleased to endorse the School Improvement Grant application of the Oakland Unified School District, covering Elmhurst Community Prep, United for Success Academy, and Explore College Prep.

The Oakland Schools Foundation provides operational support of various kinds to more than 40 schools in Oakland that serve a primarily low-income population. We have helped most of these schools refine their strategic plans, manage their programs by focusing on data-driven improvement, raise and manage money from individual and institutional donors, and enhance their communications with families, communities and donors.

We are encouraged by the thought and planning that the OUSD and its schools have put into the School Improvement Grant application, and are confident of their success. Please feel free to contact us at 415-420-5640 with any questions.

Sincerely,

Dan Quigley, Executive Director

New Leaders for New Schools

June 1, 2010

California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814-5901

Re: Support of Oakland Unified School District's School Improvement Grant Application on behalf of Elmhurst Community Prep and United for Success Academy

To Whom It May Concern:

I write to express my deep support for Oakland Unified School District's application on behalf of Elmhurst Community Preparatory (ECP) and United for Success Academy (UFSA) for School Improvement Grant funding from the California Department of Education.

New Leaders for New Schools Bay Area has partnered with OUSD since 2003, having selected, trained, and supported 22 principals for the district. While OUSD is the most improved large urban district in the state over the last five years, OUSD K-8 schools led by New Leaders principals have rates of improvements on the California Standards Test that are double other OUSD K-8 schools over the same time period. We are confident that our principals will bring this record of success to help drive student achievement gains at ECP and UFSA.

Research shows that nearly 60% of a school's total impact on student achievement is attributable to principal and teacher effectiveness, with almost half of that impact stemming from the principal alone. Moreover, principals have a significant impact on teacher effectiveness and teacher retention. They drive sustainable school improvement, and virtually no cases of school turnaround have been documented without effective leadership.

New Leaders' leverages principal influence to transform school cultures and create the dramatic change necessary to improve urban school performance. Our rigorous training and residency program coupled with our one-on-one coaching leverages provides principals with the necessary tools to support school transformation. In addition to New Leaders providing strong leadership to ECP and UFSA, both schools have administrators, teachers, and supportive family members who are dedicated to the transformation model with the shared goal of improving student outcomes.

New Leaders for New Schools Bay Area looks forward to the opportunity to continue to work with ECP and UFSA in their efforts to improve outcomes for OUSD students. We ask for your

Overall Theory of Action

Network Executive Officer — *Supports, develops, holds accountable* → **Principal & APs**

Effective Systems for Hiring, Evaluation, and Support

Provide support and guidance → **Leadership Cohort**

ILT

Coaching

Retreats & Training

Collaborative Teams

Principal & APs → **Teachers** → **English Learners**

Assessment

Proficient in English

Proficient in Subject Areas

Prepared for High School

Enhanced Learning Conditions
- Individual Goal Setting
- Tailored Supports
- Extended Learning Time

Provide support and resources

OUSD Departments

External Partners

Community
- CBO Partnerships
- Student Service
- Family Education
- Family Advocacy
- Family Support of Students

2009 ACADEMIC PERFORMANCE INDEX GROWTH: OUSD

School	2009 Growth	2008 Base	08-09 Growth Target	08-09 Actual Growth	Met Target		
					Schoolwide	Subgroups	Schoolwide and Subgroups
Alliance Academy	629	640	8	-11	No	No	No
Elmhurst Community Prep	647	655	7	-8	No	No	No
Explore Middle	552	598	10	-46	No	No	No
Roots International Academy	575	578	11	-3	No	No	No
United for Success Academy	570	B*	B	B	N/A	N/A	N/A

*Did not have a valid 2008 Base

Oakland Unified School District: School Quality Review (SQR) Criteria

Criterion 1: Student achievement in the core subjects.	1	2	3	4
The school demonstrates high levels of achievement in core subjects and there is a trend of improvement in all grades for all students.				

The extent to which					
1.1	the school's results in state and other standardized tests compare positively with state and national averages				
1.2	the school's results compare positively with those of similar schools				
1.3	the achievement of students has improved over the past years				
1.4	the students have made appropriate progress during their time in school and during any given grade level including special education and gifted and talented students				
1.5	there are no significant differences in the achievement by students of different subgroups: disadvantaged, English learners, ethnicity, gender; any gaps in achievement are substantially narrowing over time				
1.6	school's challenging student attainment goals have interim benchmarks to assure it is on course to meet/exceed them for all students				
	The overall outcome for Criterion 1				

Notes:

Criterion 2: The quality of learning, teaching, curriculum and the use of assessment and data to promote learning Student learning is the direct result of challenging, engaging instruction and curriculum. Assessments *for* learning are used to guide/improve instruction.	1	2	3	4
The extent to which				
2.1	Learning objectives are clear, measurable, understood by students and aligned with essential learning standards.				
2.2	Students understand expectations, what is considered "proficient," and use examples/rubrics to monitor/manage their own learning				
2.3	Instruction provides challenge and creates high levels of student motivation and engagement in a full range of learning tasks including problem solving, analysis, and the application of knowledge and skill in unfamiliar contexts				
2.4	A variety of teaching methods and learning opportunities are used to meet the differential needs of students				
2.5	Teachers participate in professional learning—whether in a professional learning community or sponsored by the district or network—that has a demonstrable impact on teacher performance and student learning				
2.6	challenging curriculum is implemented with consistency and effectiveness with opportunities provided for all students to have the prerequisite knowledge and skill needed to access difficult content				
2.7	the curriculum is aligned with state standards and is implemented through a variety of learning opportunities that motivate students to acquire a breadth of knowledge and skill				
2.8	Homework and extended day/week activities are used to reinforce learning, expand opportunities for high achievers and provide struggling students with time to scaffold and accelerate their learning				
2.9	all subjects and grade levels make use of interim benchmark assessments provided by the district or network				
2.10	teachers collaborate in professional learning communities to develop common lessons and tasks and use students work to share and calibrate judgments of student progress, target assistance or intervention, and focus learning content				
2.11	the common assessment are aligned with essential learning based on the standards and outlined in pacing guides				
2.12	Teachers use multiple forms of data to guide and develop learning for both students and themselves				
	The overall outcome for Criterion 2				

Criterion 3: School Environment and Students' Personal Development The school has a safe, orderly environment and makes full use of available resources, including technology and community assets, to directly impact learning. Students behave well, attend regularly, and take responsibility for learning and have pride in their accomplishments.	1	2	3	4
The extent to which				
3.1	students behave well and have positive attitudes toward learning demonstrated by high expectations for themselves and engagement in lessons guided by a challenging curriculum				
3.2	the school maintains a safe, well-ordered, and welcoming environment with clear rules, routines, and consequences that are well communicated, understood, and consistently followed by students, teachers, and families				
3.3	Students show initiative, take responsibility for their learning, and contribute to the school and wider community in a positive way.				
3.4	teachers and school leaders take proactive measures to understand and respect each student's background and culture and implement culturally responsive curricular and instructional practices				
3.5	Students form constructive relationships with one another, with teachers and other adults				
3.6	students work in an atmosphere free from oppressive behavior and participate in cooperative learning where peers encourage risk-taking, exploration, and support each others' learning				
3.7	the school measures for promoting attendance and eliminating truancy are effective				
The overall outcome for Criterion 3				

Notes:

Criterion 4: Effective leadership and management The school has a high quality leadership and a management team with a clear vision, ambitious goals, strategic and action plans, shared strategies which impact directly on student learning, and an established culture of monitoring, self-evaluation and proactive engagement in continuous improvement.	1	2	3	4
The extent to which				
4.1	a shared commitment to a vision of the school includes challenging goals grounded in high expectations for all students and a common picture of high quality learning and teaching				
4.2	a long term strategic plan and an annual/short-term action plan build on strengths and address gaps between the current and envisioned state of the school. These strengths/improvement needs have been identified through a careful evaluation of the school				
4.3	Leadership is distributed through professional learning communities (PLC's), collaborative planning, and individuals and teams taking responsibility for specific tasks, execution of action plans, and completion of interim milestones				
4.4	school leadership ensures its policies, goals, and strategies promote high standards; are measured by their impact on student learning				
4.5	the principal and other school leaders consistently monitor individual student progress, are aware of learning impact in every classroom, and use data effectively through a continuous improvement cycle to set priorities, adjust strategies, deploy interventions, differentiate instruction, and focus professional learning				
4.6	the principal and the leadership team put in place effective human resource procedures to recruit, place, and regularly evaluate the quality of teachers and other school staff.				
4.7	the school effectively maximizes the use of fiscal and material resources, including technology, to directly impact student learning				
The overall outcome for Criterion 4				

Notes

| Criterion 5: Partnerships with parents and community The school has a range of regular, interactive ways to communicate with families and the wider community and takes specific steps to engage parents and families in the education and learning success of their students and in the continuous improvement of the school.	1	2	3	4
The extent to which				
5.1	the school regularly communicates and works with parents to build positive relationships and to engage them as partners in their children's learning				
5.2	teachers regularly provide parents and students with clear, focused information that explains the progress that the student is making, what they need to do to improve and potential pathways to college and the demands of work				
5.3	parents are encouraged to advocate for their children and to contribute positively to the impact on learning of students				
5.4	the school creates regular opportunities for students and families to contribute to what the student is learning by developing programs that encourage teachers, students and parents to interact				
5.5	parents and families are encouraged to participate in the improvement work of the school and enhancing the quality of decision making processes within the school				
5.6	the school embraces opportunities to celebrate with parents the social and cultural diversity of the community and the accomplishments of students and the school				
5.7	the school creates partnerships with local organizations and community groups to assess and access the assets of the community that can enhance, support and promote the academic, personal, social and cultural growth of the students				
The overall outcome for Criterion 5				

NOTES

Criterion 6: The School Partnership with the District (central and network offices)	1	2	3	4
The extent to which				
SKIP THIS SECTION				
6.1	the district knows and understands the school's strengths and areas for improvement based on a clear, consistent set of criteria and a common, shared view of effective learning and teaching				
6.2	the district has an appropriate range of fiscal, operational and academic systems and supports that help the school stay focused on learning and provide the school with focused and specifically useful assistance as needed				
6.3	the district leadership and management team models the planning and action strategies that provide most leverage for helping schools impact student learning				
6.4	the district accountability and improvement systems, strategies, and actions provide an appropriate balance of monitoring progress and timely, useful support				
6.5	district governance and policies, including the means of executing policy, are effectively focused on student learning and supportive of the schools efforts to raise student achievement				
6.6	district information systems provide schools with the opportunity to monitor, disaggregate, and track students and their progress over time				
6.7	the district help schools manage key student transitions between grades, among levels of schooling, and between schools.				
The overall outcome for Criterion 6				

Alliance Academy Data Analysis

This document contains data regarding CST scores, community opinion, attendance, and API scores at Alliance Academy.
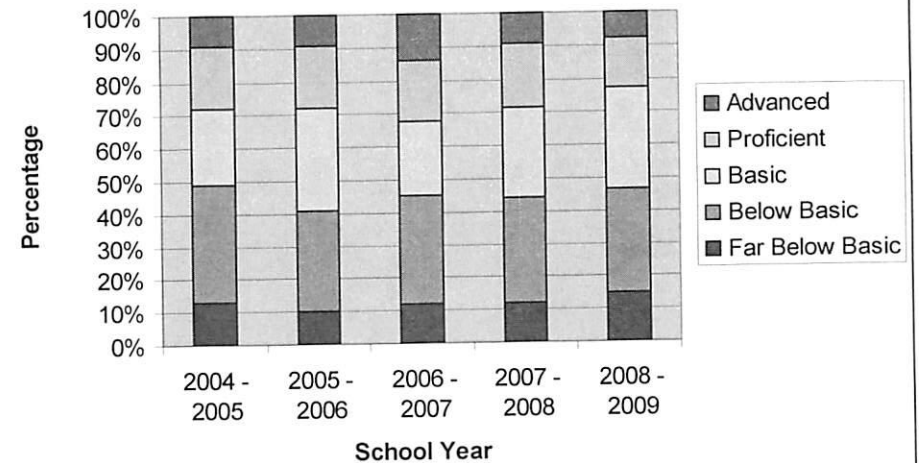
I. CST scores

English Language Arts - Overall Percent at Each Performance Level

Source: Edusoft

Mathematics - Overall Percent at Each Performance Level
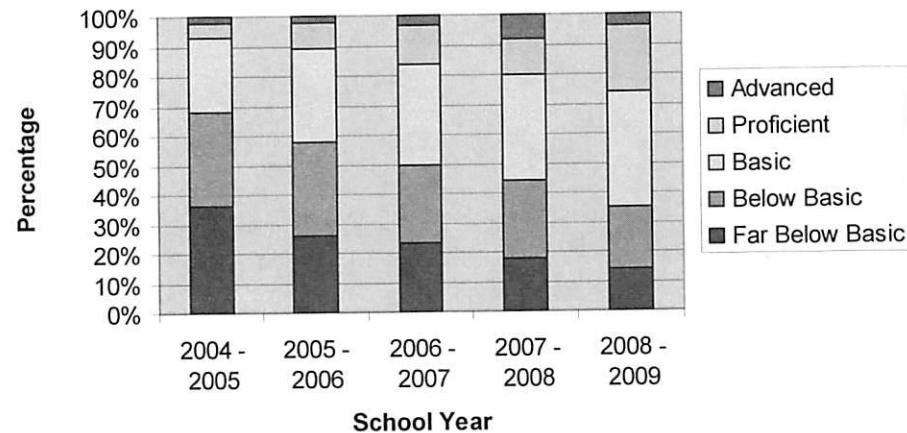
Source: Edusoft

This graph shows CST data for English Language Arts from the past 5 years. The Advanced, Proficient, and Basic bands have steadily increased while the Below Basic and Far Below Basic bands have dramatically decreased. Over the past 5 years, Alliance students have shown extreme growth, and we predict a similar growth in future years.

This graph shows CST data for Mathematics from the past 5 years. There is little change in test scores over the years, and Alliance recognizes this as an opportunity for improvement. We are currently working closely with the Swun Math program, and we have a Swun math coach who works once a week with our 6th and 7th grade math teachers. We have seen positive benchmark results from the 6th and 7th grades, with marked growth from the beginning of the school year to the middle of the year. Next year, we plan to continue our work in the 6th and 7th grades, as well as place a heavy focus on our 8th grade Algebra classes, since we showed the greatest decline in scores in our 8th grade scores from 2009.

English Language Arts - Overall Socioeconomically Disadvantaged Percent at Each Performance Level

Source: Edusoft

Mathematics - Overall Socioeconomically Disadvantaged Percent at Each Performance Level
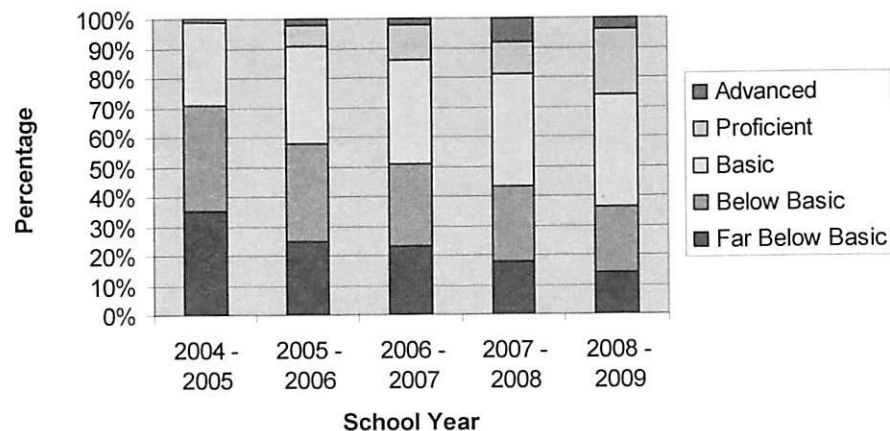
Source: Edusoft

This graph shows CST ELA data from just our socioeconomically disadvantaged students. Alliance has successfully helped many students move from the Below Basic category into Basic, and from the Basic category into Proficient
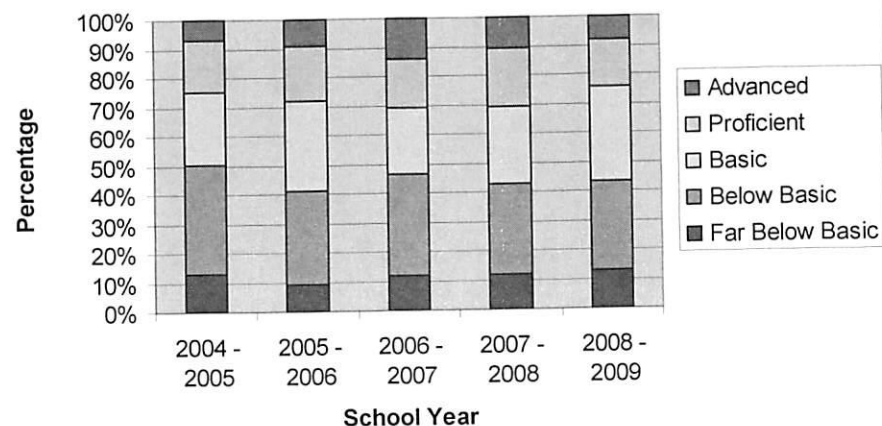
This graph shows CST Math data from just our socioeconomically disadvantaged students. Again, we see that there has been little change in our test scores over the past 5 years, and we must put greater emphasis on raising our math scores as a school

This series of graphs shows how the same group of students performed in ELA in Grades 6, 7, and 8. Looking at the graph for the graduating class of 2007, there is a dramatic improvement of scores. In 6th grade, all students performed either at Below Basic or Far Below Basic. By the time they finished 8th grade, almost 20% were performing at P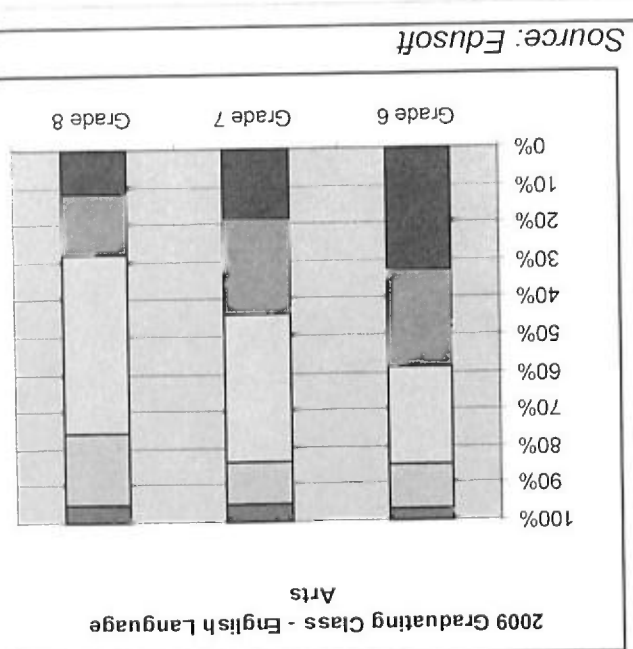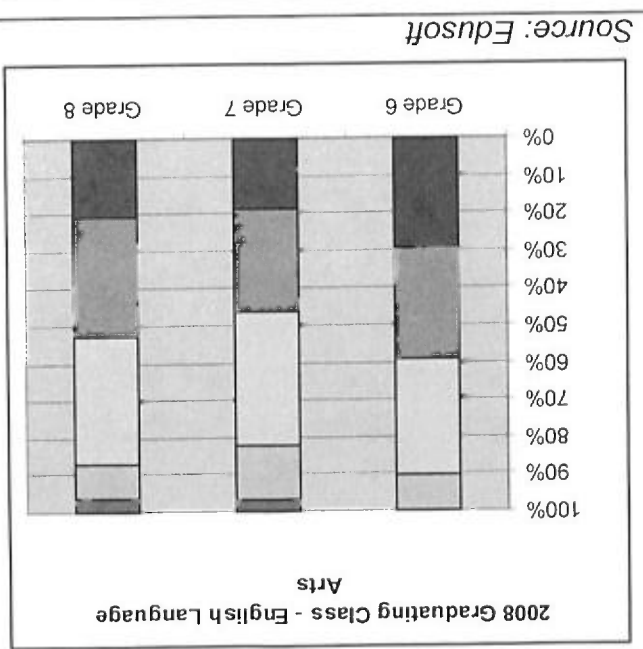roficient or Advanced. Looking at the graph for the graduating class of 2008, students in general performed better when they left Alliance than they did when they first arrived at Alliance. The graph for the graduating class of 2009 shows the same kind of trends. Students performed in a higher performance band in 8th grade than they did in 7th, and they performed higher in 7th grade than they did in 6th. Overall, we can see that students are learning during their time at Alliance Academy, and they are exiting Alliance better prepared for high school.

2007 Graduating Class – English Language Arts

Source: Edusoft

2008 Graduating Class - English Language Arts

Source: Edusoft

2009 Graduating Class - English Language Arts

Source: Edusoft
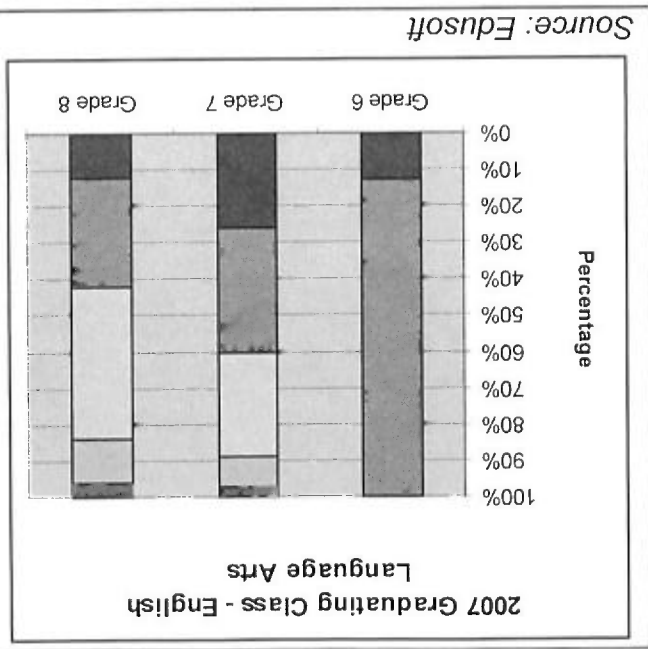
This series of graphs shows how the same group of students performed in Math in Grades 6, 7, and 8. The graduating class of 2007 and graduating class of 2009 both showed growth out of the Below Basic category from 6th grade to 7th grade, as many students moved out of the Below Basic category into the Basic category. In general student scores decreased as they moved from 7th grade to 8th grade, however if you look at 8th grade scores in 2008 compared to 8th grade scores in 2009, there is a huge amount of growth as students moved out of the Below Basic category into Basic. This data further confirms that we need to focus on improving our 8th grade math instruction.

2007 Graduating Class - Mathematics

Source: Edusoft

2008 Graduating Class - Mathematics

Source: Edusoft

2009 Graduating Class - Mathematics

Source: Edusoft
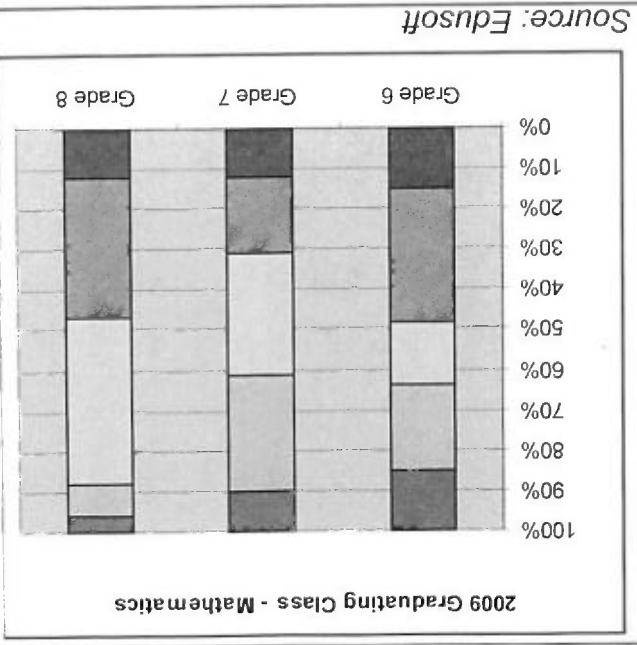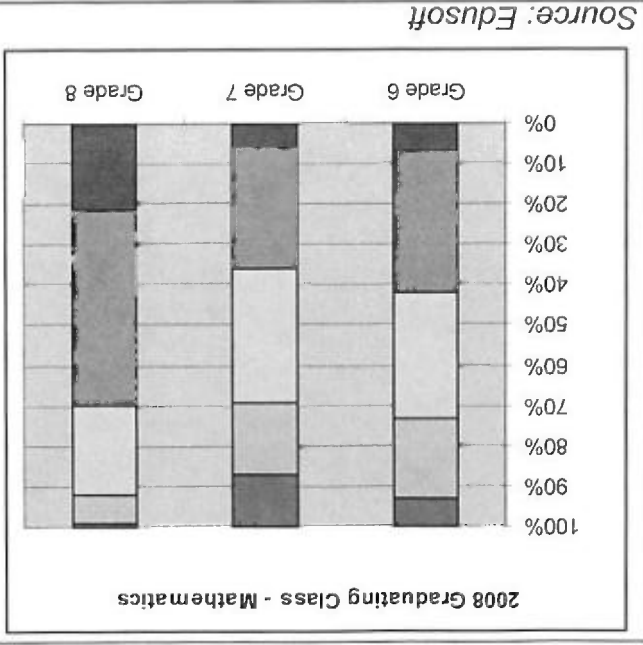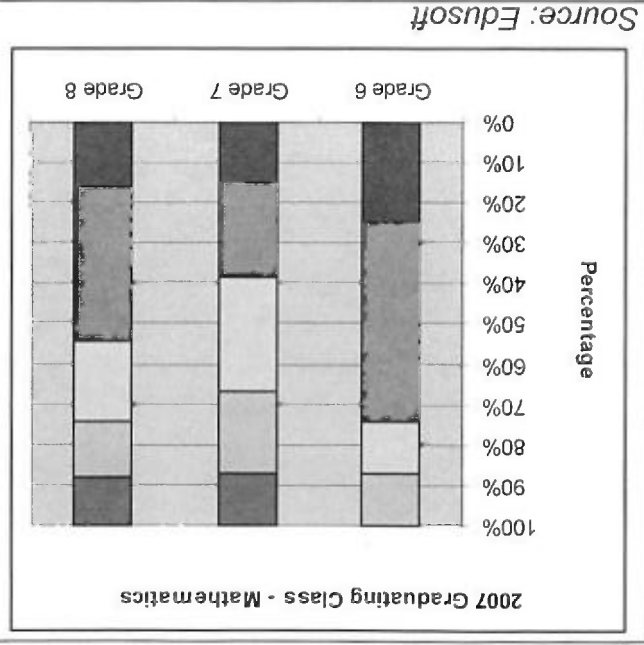
II. Parent Opinion - Use Your Voice surveys

Parent Opinion

Horizontal bar chart titled "Parent Opinion" with x-axis "Percent Who Agree" ranging from 0% to 100%. Categories listed top to bottom:
- The principal deals with student conflicts in a fair manner.
- The principal makes student academic achievement his/her top priority.
- I collaborated with my child's teachers this year to help set and review his/her goals for learning.
- My child is learning study skills that will prepare him/her to be successful in college.
- Teachers and staff help students solve student conflicts.
- My child receives challenging and rigorous instruction in his/her classes.

Legend: ■ 2009 OUSD ■ 2009 Alliance Academy ■ 2008 Alliance Academy □ 2007 Alliance Academy

Source: Use Your Voice Survey, 2007-2009

Student Opinion

My math class has made me more confident to solve math problems on my own.

My teachers use different strategies to help me learn.

My teachers regularly assign work that challenges me.

I am learning study skills that prepare me to be successful in college.

Percent Who Agree

■ 2009 OUSD   ■ 2009 Alliance Academy   ■ 2008 Alliance Academy   □ 2007 Alliance Academy

Source: *Use Your Voice Survey, 2007-2009*

Overall Parent Opinion

Overall, I am satisfied with my child's TEACHERS.

Overall, I am satisfied with my child's SCHOOL.

Overall, I am satisfied with my child's PRINCIPAL.

Percent Who Agree

Legend:
- 2007 Alliance Academy
- 2008 Alliance Academy
- 2009 Alliance Academy
- 2009 OUSD

Overall Student Opinion

Overall, I am satisfied with my TEACHERS.

Overall, I am satisfied with my SCHOOL.

Overall, I am satisfied with my PRINCIPAL.

Percent Who Agree

Legend:
- 2007 Alliance Academy
- 2008 Alliance Academy
- 2009 Alliance Academy
- 2009 OUSD

Source: Use Your Voice Survey, 2007-2009

Results from the Use Your Voice survey show that parents and students are happy at Alliance Academy. In almost all areas, Alliance data surpasses the data for all middle schools in OUSD. Students and parents are confident that their teachers are holding their students to high expectations and providing high levels of academic rigor. Both students and parents feel that their teachers are working hard with their students and families to create learning goals and plans that suit their own needs. Both students and parents are satisfied with the way our principal balances discipline and academics. Overall, the survey results show that the current team at Alliance Academy is working. Students are learning and feel challenged in their academic courses. Students feel supported by their teachers and principal. Parents feel that they are a part of the process and have opportunities to be a part of their children's education. To maintain this level of satisfaction, we feel that we need to continue working with this current staff and administration to implement additional programs next year.

III. Attendance and Truancy

Average Daily Student Attendance	
Year	**Percent**
2007 (Alliance Academy)	96%
2008 (Alliance Academy)	96%
2009 (Alliance Academy)	95%
2009 (OUSD)	94%

Source: OUSD Truancy Rate Report, Alliance Academy
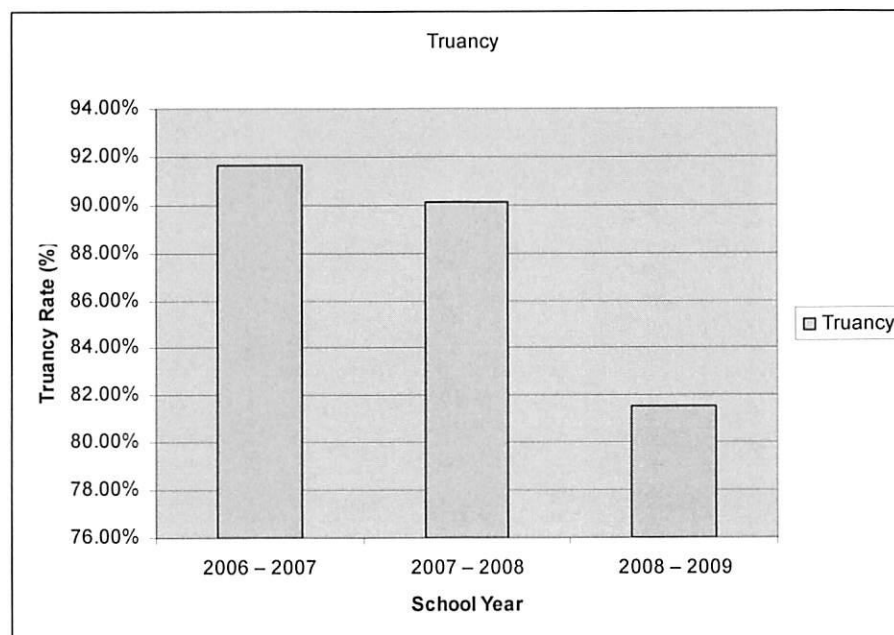
Truancy

Source: California Department of Education, DataQuest

Our average daily student attendance shows that students like school and find their educational experiences at Alliance to be meaningful. Our truancy rates have been decreasing over the past 3 years that Alliance Academy has been open.

IV. API scores
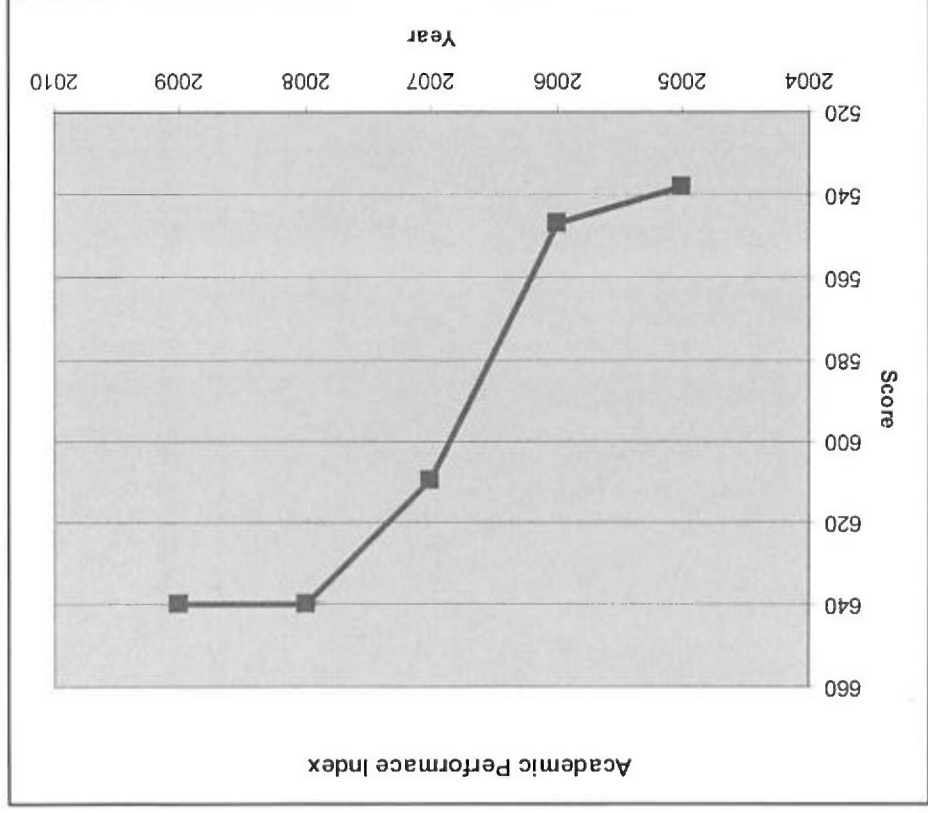
Our API scores from 2005 to 2009 have increased by 102 points. The greatest growth occurred between 2006 and 2007, which was the second year that Alliance Academy existed as its own school. Clearly, the structures put in place by our current administration have proven successful. We predict that our school will continue to show improving API scores as we continue to improve our programs.

Academic Performace Index

ATTACHMENT: NOTICES & ANNOUNCEMENTS

OAKLAND UNIFIED
SCHOOL DISTRICT
Success

March 24, 2010

Statement from the Oakland Unified School District on the "Persistently Lowest Achieving Schools List"
For Immediate Release

On Monday, March 8, the California Department of Education, in compliance with state law, released a list of what it considers the "Persistently Lowest Achieving Schools" in the state. The schools on this list are supposed to represent the bottom five percent of California schools and five OUSD middle schools are among them. One of those schools is scheduled for closure at the end of this year. We were disappointed to learn that four additional schools, schools which have posted substantial gains in recent years, were also named to the list and we disagree with the state's assessment.

Many in the community are distressed by the news as well and maintain that the state's judgment does not adequately reflect either the quality or the direction of their school. The outpouring of concern over this issue is testament to a basic but important truth – that parents and caregivers want the very best for their children.

When an event occurs that makes families wonder whether their children are receiving the best, it's extremely troubling. When the hard work of a staff is publicly or unfairly maligned, that is disheartening as well. So, we realize this is a stressful process for all involved. At the same time, we must demonstrate the resolve to work through these difficulties and put Oakland students in the best position to succeed.

Over the past five years, we have made significant progress in that direction. Alliance Academy, Elmhurst Community Prep, Roots International and United for Success are *not* "persistently low-achieving schools". They haven't been around long enough to be persistently anything, but they have shown significant promise in their few, short years of existence. Unlike most other schools named to the so-called "Persistently Lowest-Achieving Schools" list, these four schools are new schools which were completely reorganized in 2006.

Since that time, the schools have demonstrated impressive growth, especially when compared to the schools they replaced. API is the primary tool the state uses to measure student achievement. All the OUSD schools on the list have demonstrated at least 50 points of API growth over the past five years. In the case of Alliance and Elmhurst, both schools have topped 100 points in API growth during that period. These figures are well above the state average and a dramatic improvement from the schools which existed at the same sites before these new, small schools were opened.

It's clear that the students at Alliance, at Elmhurst, at Roots and at United for Success are making progress both academically and socially. It's also clear that we have much work to do. No one realizes this more than the staff as they are committed to producing better results for students. In the government's attempt to do the same, it has issued guidelines and requirements targeted at certain schools. We may not agree with

the schools the government has selected, but we also need to focus on what we can control and look forward if we are to achieve the best results for students.

Our current reality is that we must work to support the four OUSD schools on this list, along with the students of the school we are closing. We need to work as a community to determine the best way forward and specifically, we must consider:

- The merits of the reform methods the state and federal government have prescribed
- Whether we will apply for School Improvement Grant (SIG) money to fund reforms
- What reforms we might list in an application and possibly pursue at each site

At each of the schools in question, the principal, with support from central office, will facilitate a community engagement process where families and staff evaluate the various reform options and submit a report to OUSD Superintendent Tony Smith. The summary will assess the needs of the school community and weigh each of the reform strategies, stating the pros and cons of the four possible models:

- o **Turnaround Model:** Replace Principal and at least 50% of the staff and adopt new governance and revised instructional program

- o **Restart Model:** Close the school and restart under a charter school operator

- o **Close/Consolidate Model:** Closing the school and enrolling students in other, higher performing school

- o **Transformation Model:**
  - Develop teacher and leader effectiveness
  - Instructional programs using student data
  - Extend learning time and create community-oriented schools
  - Provide intensive support and operating flexibility
  - Replace principal (if in position for two years or more)

The report listing the benefits and disadvantages of each model is due at the Superintendent's Office by 5:00 PM on Wednesday, April 14. Superintendent Smith will take the next two weeks to review the reports with staff while continuing the engagement process with each school. For both staff and families who cannot attend this meeting, there will be other opportunities to participate in the dialogue.

Recommendations will be presented to the Oakland Board of Education at the end of April and the Board will hold three public hearings on the proposed reform measures – one at the Calvin Simmons campus (United for Success), another at the Elmhurst campus (Alliance and Elmhurst) and one at the Havenscourt campus (Roots). The Board will make the final decision about whether OUSD is applying for School Improvement Grants and what reform model will be included in the application for each school. The application must be submitted by the June 10 deadline.

The Board will only arrive at its decision after significant and meaningful engagement with the community. This is a process that will be heavily informed by parents and we are counting on parental input to guide us in doing what's best for their children. We know this is a difficult experience; however, it is not simply a time of crisis, but also one of opportunity. This is a chance to come together as a community with an intense focus on what's best for children. That goal should be driving every step of this process.

The potential exists for factionalism, but it won't derail the process if we are serious about engaging and respecting all views and keeping the needs of students foremost in our minds. With good faith and collective effort we can emerge as a district which is closer to providing high-quality education for every student and equitable outcomes for all.

Federal School Improvement Grant (SIG)

What we know:

o Federal government, under the School Improvement Grant sanctions, required each state to identify its "persistently underperforming schools".

o 5 OUSD schools were identified as "persistently underperforming schools" (Tier 1) based on the CA State Board of Education approved list, as of **Thursday, March 11, 2010.**

o Of the 5 OUSD schools, one has been slated for closure as of the end of the 09-10 school year.
  o Explore Academy   *(Burbank campus)*

o The 4 remaining OUSD schools are all middle schools incubated and opened "new" in 2006.
  o Alliance Academy   *(Elmhurst campus)*
  o Elmhurst Community Prep   *(Elmhurst campus)*
  o Roots International   *(Havenscourt campus)*
  o United For Success Academy *(Calvin Simmons campus)*

o The SIG grant sets forth four sanctioned methods for addressing these "persistently underperforming schools"
  1) School Closure
  2) Turnaround (reconstitution of leadership and staff)
  3) Restart (convert or close and open as a charter school)
  4) Transformation (implement specifically *required* and *permissible* school reform strategies)

o The SIG states that LEA's seeking SIG funds for the 2010-11 school year between $50,000 - $2,000,000 *(each school, annually)* must apply by **June 10, 2010.**

o Grant requires that LEA must engage the affected communities. CA requires this to include at least three Public Hearings in response to any proposal being put forth by the LEA for each school. At least one of the three Public Hearings must be held at the affected school site.

What we don't know:

o **Essential question;** if an LEA does not apply for SIG funds by **June 10, 2010,** would the LEA nonetheless be required to implement one of the sanctioned methods set forth in the Grant in the future, even in the face of limited to no additional funding available?

o No clear direction to this question has been given at this time by the Federal or State government, although the Executive Director of the SBE stated clearly that districts should assume as much.

o It is widely held throughout the state that there are many details lacking clarity and the CDE is attempting to clarify terms of this Grant, including considering further legislation to clarify unanswered questions.

o In terms of the four sanctioned methods set forth in the Grant; in order to satisfy the Grant requirements, as well as to be eligible for the highest level grant award possible, it is not yet clear how black and white the LEA's approach to each school must be, or how "creative."

Current Strategy

1. OUSD is coordinating an effort to clarify as much information as possible regarding this federal mandate.
   This includes:
   i. A central office team that is in communication and/or meeting daily with one another to develop updates based on ongoing analysis of the SIG requirements, and ongoing research with CDE and other state and federal agencies.
   ii. Attempts to centralize information to ensure clarity and consistency for the general public and affected school sites.

2. OUSD is coordinating an effort to empower each affected school site leaders with information to assist its stakeholder groups in understanding the possible implications of this federal mandate.
   This includes:
   i. Providing regular updates to school leaders on the districts emerging understanding of the SIG requirements
   ii. Coordinating and in some cases facilitating site-based meetings with staff and parent communities
   iii. Supporting an effort that allows each school community to consider each of the four sanctioned methods set forth in the Grant and its implications for each affected school.

3. Superintendent is clarifying the following in an announcement on March 24, 2010:
   i. The district is committed to ensuring the engagement of all stakeholders in this process – even in the face of an extremely truncated timeline.
   ii. The district is charging each school leader with delivering, as of **April 14, 2010** each school community's "needs assessment", as well as evaluation of the pros and cons of each of the four sanctioned methods based on the school's assessed need.
   iii. The district is enlisting support to ensure schools can advantage the limited time available to meaningfully contribute to this process.
   iv. The Superintendent intends to put forth a proposal for each school to the OUSD Board of Education, pursuant to the requirements of the Federal School Improvement Grant, in consideration of pursuing funds for the 2010-11 school year.
   v. Following review of reports submitted by school sites, the Superintendent intends to submit proposals for BOE consideration.
   vi. The BOE will have the opportunity to hold both regular and if necessary, special board meetings to comply with the requirement of three Public Hearings, prior to rendering a decision as to the whether or not the district will pursue SIG funding for 2010-11 and which sanctioned method will be applied for in the case of each school.

Ongoing Challenges

o The absence of clarity regarding specific expectations by the state and federal governments means that the district must advance its efforts in a state of uncertainty.

o Given the current efforts to develop a district-wide strategic planning process – the timing of the SIG requirements introduces unique challenges to ensuring a process that is sufficiently thoughtful and aligned to the emerging direction of the district.

o Given the strong views likely to be held by many within each school community's stakeholder groups with respect to each of the four sanctioned methods set forth in the Grant, it will be critical to ensure broad-based contributions are made to the final proposals put forth by the Superintendent to the OUSD BOE.

Tony Smith, Ph.D.
Superintendent

Oakland Unified School District
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Oakland, CA 94606
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OAKLAND UNIFIED SCHOOL DISTRICT

April 2, 2010

Statement from the Oakland Unified School District on the "Persistently Lowest Achieving Schools List"
For Immediate Release

I am writing to provide an important update on the School Improvement Grant (SIG) process. I know the period since four of our schools were named to the State's "Persistently Lowest Achieving Schools" list – a designation we feel was both inaccurate and harmful – has been a difficult and confusing one. Like you, we have been trying to clarify a number of issues so that, together, we can decide the best way to move forward.

Many of the rules governing this process are unclear and since the list was issued, we have been addressing these concerns with the California Department of Education (CDE). Yesterday, the District participated in a state-wide teleconference with the CDE officials who are managing the SIG applications including the Deputy State Superintendent, Curriculum, Learning and Accountability. This enlightening conversation has broadened our view of the process and we want to share this new information with you.

The first and most critical point is that the School Improvement Grant process was characterized as a "grant opportunity". CDE officials indicated that at this time they are not developing legislation to mandate or monitor districts or schools that choose not to pursue this grant opportunity. Many throughout the state have been operating from the belief that schools districts and schools may receive sanctions or consequences for choosing not to pursue these funds, however, the recent conference call with CDE clarifies this issue.

Of course, there are valid reasons for school communities to consider proposing that the District pursue a SIG application on the school's behalf and we are not discouraging this. We are however asking school communities to include in their deliberations the pros and cons of whether or not to pursue this grant at this time.

We will continue to conduct community engagement to explore the issue from all sides and we request your continued participation in these meetings. We are looking to the community at each site for guidance because it is the families at each school who have the most at stake. We want this process to honor children and families and to result in a better understanding of your needs and what we must do in order to improve the prospects for our kids. For this reason, I continue to trust site leadership to facilitate the school community's reflections on the four reform models proposed in the grant as well as whether or not the grant itself should be pursued.

In order for this to happen, we must approach the process armed with open minds and as much knowledge as possible. We will continue to share information as it becomes available and hope you will freely provide your insight so we can make the best possible decisions for student and families.

Every student. Every classroom. Every day.

Subvención de Mejoramiento Escolar (SIG)

Lo Que Sabemos:

o El Gobierno federal bajo las sanciones de Subvención de Mejoramiento Escolar, requiere que cada estado identifique sus "escuelas con bajo rendimiento persistente."

o 5 escuelas de OUSD fueron identificadas como "escuelas con bajo rendimiento persistente" (Nivel 1) basado en la lista aprobada por la Mesa de Educación del Estado de California, **efectivo el jueves, 11 de marzo, 2010.**

o De las 5 escuelas de OUSD, una ha sido programada para cerrarse al final del año escolar 09-10
  o Explore Academy   *(Edificio Burbank)*

o De las cuatro escuelas restantes de OUSD todas son secundarias incubadas y abiertas como "nuevas" en 2006.
  o Alliance Academy   *(Edificio Elmhurst)*
  o Elmhurst Community Prep   *(Edificio Elmhurst)*
  o Roots International   *(Edificio Havenscourt)*
  o United For Success Academy   *(Edificio Calvin Simmons)*

o La subvención SIG fija cuatro métodos de sanciones para tratar a estas "escuelas con bajo rendimiento persistente:
  1) School Closure -Cierre de la escuela
  2) Turnaround (reconstitución del liderazgo y personal)
  3) Restart - Volver a comenzar(convertir o cerrar y abrir como escuela charter)
  4) Transformation -Transformación (implementar específicamente estrategias de reforma escolares *requeridas* y *permitidas)*

o La SIG indica que la LEA que pide los fondos SIG para el año escolar 2010-11 entre $50,000 - $2,000,000 *cada escuela, anualmente)* debe solicitarlos para el **10 de junio, 2010.**

o La subvención requiere que la LEA debe involucrar a las comunidades afectadas. CA requiere que esto incluya por lo menos tres audiencias públicas en respuesta a cualquier propuesta presentada por la LEA para cada escuela. Por lo menos una de las tres audiencias públicas debe llevarse a cabo en una de las escuelas afectadas.

Lo que no sabemos:

o **Pregunta esencial**; Si una LEA no solicita fondos SIG para el **10 de junio, 2010,** ¿Se requeriría que de todos formas la LEA implementara en el futuro, uno de los métodos fijados en la Subvención, aún cuando se enfrente a fondos adicionales disponibles limitados o no existentes?

o Hasta el momento no ha dado el gobierno federal o estatal instrucciones claras sobre esta pregunta, aunque el Director Ejecutivo del SBE claramente ha indicado que los distritos deben asumir esto.

o Se cree en todo el estado que hay muchos detalles a los que les falta claridad y el CDE está intentando clarificar los términos de ésta subvención, incluyendo el considerar más legislación para clarificar las preguntas que no tienen respuesta.

o En término de los cuatro métodos de sanciones fijados en la Subvención, para satisfacer sus requerimientos, al igual que para ser elegible a la mayor subvención posible, todavía no está claro que tan específico debe ser el enfoque de la LEA a cada escuela o que tan "creativo."

Estrategia Actual

1. OUSD está coordinando un esfuerzo para clarificar tanta información como sea posible en relación con éste mandato federal
    Esto incluye:
    i.   Un equipo en la oficina central que está en comunicación y/o reuniéndose diariamente uno con otro para desarrollar información actualizada basándose en un análisis continuo de los requerimientos SIG, y una investigación continua con el CDE y otras agencias estatales y federales.
    ii.   Intentos de centralizar información para asegurar claridad y consistencia para el público en general y las escuelas afectadas.

2. OUSD está coordinando un esfuerzo para empoderar a los líderes de cada escuela con información para ayudar a los grupos interesados a entender las implicaciones posibles de este mandato federal.
    Esto incluye:
    i.   Proveer regularmente información actualizada a los líderes de las escuelas sobre el entendimiento emergente del Distrito de los requerimientos SIG
    ii.   Coordinar, y en algunos casos facilitar las juntas de las escuelas con las comunidades del personal y padres de familia.
    iii. Apoyar un esfuerzo que le permita a cada comunidad escolar considerar cada uno de los cuatro métodos sancionados fijados en la subvención y sus implicaciones para cada una de las escuelas afectadas.

3. El Superintendente está clarificando lo siguiente en un anuncio el 24 de marzo, 2010.
    i.   El Distrito ha hecho el compromiso de asegurar la participación de todas las partes interesadas en éste proceso – aun frente a un plazo límite extremadamente truncado.
    ii.   El Distrito está haciendo responsable al liderazgo de cada escuela de entregar, para el **14 de abril, 2010,** "la evaluación de las necesidades" de cada comunidad escolar, al igual que la evaluación de los pros y cons de cada una de los cuatro métodos de sanciones basándose en la evaluación de las necesidades de la escuela.
    iii. El Distrito está reclutando apoyo para asegurar que las escuelas puedan tomar ventaja del tiempo limitado disponible para contribuir de modo significativo a este proceso.
    iv.   El Superintendente intenta presentar una propuesta para cada escuela a la Mesa Directiva de Educación de OUSD, de acuerdo con los requerimientos Federales de la Subvención de Mejoramiento de Escuela en consideración a la búsqueda de fondos para el año escolar 2010-2011.
    v.   Siguiendo la revisión de los reportes sometidos por las escuelas, el Superintendente intenta someter propuestas para consideración de la Mesa Directiva de Educación (BOE),
    vi.   La BOE tendrá la oportunidad de llevar a cabo juntas tanto regulares, y de ser necesario, especiales para cumplir con los requerimientos de tres Audiencias Públicas, antes de rendir una decisión sobre si el Distrito va o no a buscar fondos SIG para el año escolar 2010-.11 y cual método sancionado será aplicado en el caso de cada escuela.

Retos Continuos

o   La ausencia de claridad en relación con expectativas específicas por los gobiernos Federal y Estatal significa que el Distrito debe avanzar en sus esfuerzos en un estado de incertidumbre.

o   Dado los esfuerzos actuales para desarrollar un proceso estratégico de todo el Distrito – El tiempo límite para cumplir con los requerimientos SIG introduce retos únicos para asegurar un proceso que sea suficientemente bien pensado y alineado con la dirección emergente del Distrito

o   Dado los fuertes puntos de vista que tienen muchos dentro de las partes interesadas de cada comunidad escolar con respecto a los cuatro métodos aprobados fijados en la subvención, será de la mayor importancia asegurar amplias contribuciones para la propuesta final presentada por el Superintendente a la Mesa Directiva de Educación.

Estimados Padres, Tutores y Personal,

Les estoy escribiendo para darles información actualizada importante sobre el proceso de la Subvención de Mejoramiento Escolar (SIG). Yo sé que el período desde que nuestra escuela fue nombrada en la lista estatal de "Escuelas con Rendimiento Persistente Más Bajo" – una designación que nosotros sentimos que es tanto incorrecta como perjudicial – ha sido difícil y confuso. Como ustedes hemos estado tratando de clarificar un número de cosas para que juntos, podamos decidir la mejor forma de proceder.

Muchas de las reglas que gobiernan este proceso no están claras y desde que la lista fue expedida, hemos estado tratando estas preocupaciones con el Departamento de Educación de California (CDE). Ayer, el Distrito participó en una videoconferencia estatal con los oficiales del CDE que están encargados de las solicitudes SIG incluyendo al Superintendente Estatal Adjunto, Currículo, Aprendizaje y Responsabilidad. .Esta conversación ha aclarado ampliamente nuestra visión del proceso y deseamos compartir esta información nueva con ustedes.

El primer y más importante punto crítico es que la Subvención de Mejoramiento Escolar fue caracterizada como una "oportunidad de subvención". Los oficiales del CDE indicaron que en éste momento no están desarrollando legislatura para obligar o monitorear distritos o escuelas que elijan no buscar estos fondos, sin embargo la siguiente conferencia telefónica con el CDE clarifica éste asunto.

Por supuesto, hay razones válidas para que las comunidades escolares consideren proponer que el Distrito busque una solicitud SIG a nombre de la escuela, y no estamos desalentando esto. Sin embargo, les estamos pidiendo a las comunidades escolares que incluyan en sus deliberaciones los pros y contras sobre el solicitar o no esta subvención en éste momento.

Continuaremos buscando la participación comunitaria para explorar este asunto desde cualquier punto de vista y nos gustaría que continúen participando en éstas juntas. Estamos buscando el apoyo de la comunidad de cada escuela porque son las familias de cada escuela las que tienen más intereses en juego. Deseamos que éste proceso honre a los niños y familias y resulte en un mejor entendimiento a sus necesidades y lo que debemos hacer para mejorar los prospectos para el futuro de nuestros niños. Por ésta razón, continúo confiando en el liderazgo de la escuela para facilitar las reflexiones de la comunidad escolar sobre los cuatro modelos de reforma propuestos en la subvención, al igual que si deberíamos o no solicitar la subvención.

Para que esto suceda, debemos. Abordar el proceso con mentes abiertas y con tanto conocimiento como sea posible. Continuaremos compartiendo información conforme esté disponible, y esperamos que ustedes nos den libremente sus opiniones para que podamos hacer las mejores decisiones posibles para los estudiantes y familias.

Atentamente,

Tony Smith

Superintendente

OAKLAND UNIFIED SCHOOL DISTRICT

24 de marzo, 2010

Declaración del Distrito Escolar Unificado de Oakland sobre la "Lista de Escuelas que Persistentemente Tienen el Más Bajo Rendimiento Académico

Para Publicación Inmediata

El lunes, 8 de marzo, el Departamento de Educación de California, en cumplimiento con la ley estatal, publicó una lista de lo que considera las "Escuelas que Persistentemente Tienen el Más Bajo Rendimiento Académico" en el estado. Las escuelas en esta lista se supone represente el cinco por ciento más bajo de las escuelas de California, y cinco de las escuelas secundarias de OUSD se encuentran entre ellas. Una de esas escuelas está programada para cerrar al final de éste año. Nos decepcionó el saber que cuatro escuelas adicionales, escuelas que han mostrado mejorías sustanciales en años recientes, también se encontraban en la lista, y no estamos de acuerdo con la evaluación del estado.

Muchos en la comunidad están angustiados por las noticias también, e indican que la opinión del estado no refleja adecuadamente ni la calidad o la dirección de su escuela. La cantidad de preocupación sobre este asunto es un testamento a una verdad básica pero importante – que los padres y tutores desean lo mejor para sus niños.

Cuando ocurre un evento que hace que las familias se pregunten si u niño está recibiendo lo mejor, es extremadamente problemático cuando el arduo trabajo del personal es públicamente o injustamente calumniado, eso es igualmente desalentador. Por lo tanto, nos damos cuenta que este es un proceso estresante para todos los involucrados. Al mismo tiempo, debemos demostrar la determinación de trabajar a través de éstas dificultades y poner a los estudiantes de Oakland en la mejor posición para tener éxito.

En los últimos cinco años hemos hecho un progreso significativo en esa dirección. Alliance Academy, Elmhurst Community Prep, Roots International y United for Success *no son"* escuelas con un bajo rendimiento persistente. No han existido suficiente tiempo para ser persistentemente nada, pero han mostrado una promesa importante en sus pocos, cortos años de existencia. A diferencia de la mayoría de la otras escuelas nombradas en la lista de las presuntas "Escuelas con Bajo Rendimiento Persistente," estas cuatro escuelas, son escuelas nuevas que fueron completamente reorganizadas en el 2006."

Desde entonces, las escuelas han demostrado un crecimiento impresionante, especialmente cuando se comparan con las escuelas que reemplazaron. API es la herramienta principal que el estado usa para medir el rendimiento estudiantil. Todas las escuelas de OUSD en la lista han demostrado una mejoría de por lo menos 50 puntos en el API en los últimos cinco años. En el caso de Alliance y Elmhurst ambas escuelas han sobrepasado los 100 puntos de mejoría en el API durante ese período. Estos números están mucho más arriba del promedio estatal y una mejora dramática de las escuelas que existieron en los mismos lugares antes que estas escuelas pequeñas nuevas fueran abiertas.

Es claro que los estudiantes en Alliance, Elmhurst, Roots y en United for Success están haciendo progreso tanto académico como social. También está claro que tenemos mucho trabajo por hacer. Nadie se da más cuenta de esto que el personal puesto que tienen el compromiso de producir mejores resultados para los estudiantes. En el intento del gobierno de hacer lo mismo, ha expedido normas y requerimientos enfocados a ciertas escuelas. Puede ser que no estemos de acuerdo con las escuelas que el gobierno ha seleccionado, pero también

Every student. Every classroom. Every day.

necesitamos enfocarnos en lo que podemos controlar y esperar, si es que vamos a lograr los mejores resultados para los estudiantes.

Nuestra realidad actual es que debemos trabajar para apoyar a las cuatro escuelas de OUSD en esta lista, junto con los estudiantes de la escuela que estamos cerrando. Necesitamos trabajar como una comunidad para determinar la mejor forma de proceder, y específicamente debemos considerar.

- Los méritos de los métodos de reforma que el gobierno estatal y federal han prescrito
- Si vamos a solicitar la Subvención de Mejoras Escolares (SIG) para pagar por las reformas.
- Que reformas podemos anotar en una solicitud y posiblemente llevar a cabo en cada escuela.

A cada una de las escuelas en cuestión, el director, con apoyo de la oficina central, facilitaría un proceso de involucramiento comunitario donde las familias y el personal evalúen las diferentes opciones de reforma y sometan un reporte al superintendente de OUSD, Tony Smith. El resumen va a evaluar las necesidades de la comunidad escolar y sopesar cada una de las estrategias de reforma, indicando los pros y cons de los cuatro modelos posibles.

o **Modelo de Volver a Empezar:** Remplazar al director y por lo menos al 50% del personal y crear un nuevo liderazgo en la escuela

o **Modelo de Comenzar:** Cerrar la escuela y volver a comenzar bajo un operador de escuelas charter.

o **Modelo de Cerrar/Consolidar:** Cerrar la escuela e inscribir a los estudiantes en otra escuela con más alto rendimiento.

o **Modelo de Transformación:**
- Desarrollar efectividad en maestros y líderes
- Programas instruccionales usando información de los estudiantes.
- Tiempo extendido de aprendizaje y crear escuelas orientadas a la comunidad
- Proveer apoyo intenso y flexibilidad de operación
- Reemplazar al director (si tiene dos o mas años en la posición)

El reporte anotando los beneficios y desventajas de cada modelo debe recibirse en la Oficina del Superintendente a más tardar a las 5:00 pm del miércoles 14 de abril. El Superintendente Smith se tomará las próximas dos semanas para revisar los reportes con el personal, mientras continúa el proceso de involucramiento con cada escuela. Tanto para el personal como las familias que no puedan asistir a ésta junta, habrá otras oportunidades de participar en el diálogo.

Las recomendaciones serán presentadas a la Mesa Directiva de Educación al final de abril y la Mesa Directiva llevará a cabo tres audiencias pública sobre las medidas de reforma propuestas – una en la escuela de Calvin Simmons (United for Success), otra en la escuela de Elmhurst (Alliance y Elmhurst) y una en la escuela de Havenscourt (Roots). La Mesa Directiva hará la decisión final sobre si OUSD está solicitando la subvención de Mejoramiento de escuelas y cual modelo de escuela será incluido en la solicitud para cada escuela. La solicitud debe presentarse para la fecha límite del 10 de junio.

La Mesa Directiva solamente llegará a su decisión después de una participación importante y significativa con la comunidad. Este es un proceso que depende en gran medida de los padres y estamos contando con la opinión de los padres para hacer lo que es mejor para sus niños. Sabemos que esta es una experiencia difícil, no es simplemente un tiempo de crisis, pero es también un tiempo de oportunidad. Esta es una oportunidad de juntarnos como comunidad con un enfoque intenso sobre lo que es mejor para los niños. Esa meta debe guiar cada paso de este proceso.

El potencial existe para que haya facciones, pero no va a descarrilar el proceso si estamos serios acerca de la participación y respeto a todos los puntos de vista y mantener las necesidades de los estudiantes como lo mas importante en nuestras mentes. Con buena fe y un esfuerzo colectivo podemos emerger como un Distrito que está más cerca de proveer una educación de alta calidad para cada estudiante y resultados equitativos para todos.

Every student. Every classroom. Every day.

Tony Smith, Ph.D.
Superintendent

Oakland Unified School District
1025 Second Avenue
Oakland, CA 94606
www.ousd.k12.ca.us

**OAKLAND UNIFIED
SCHOOL DISTRICT**

Communications Office
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Oakland Unified School District Press Advisory
For Immediate Release

OUSD to Hold Public Hearings on School Improvement Grants
Board Of Education will take public comment and consider Superintendent's recommendations on how to proceed with federal grant process for reforming target schools

Oakland – May 13, 2010 – The Board of Education for the Oakland Unified School District will hold a pair of public hearings to determine how OUSD should approach the School Improvement Grant (SIG) process. On Wednesday, May 19, the Board will host a 6:00 PM special meeting at United for Success Middle School. At 6:00 PM on Wednesday, May 26, a second hearing will take place at Lincoln Elementary as part of the regularly scheduled Board Meeting.

Both meetings will feature public comment on the federally mandated process to improve outcomes for students at five OUSD schools. On March 8, the California Department of Education released a list of schools classified as "persistently lowest-achieving" that included Alliance Academy, Elmhurst Community Prep, Explore College Prep, Roots International Academy and United for Success Academy. Explore, was slated for closure prior to the start of the SIG process. The other middle schools are eligible to apply for School Improvement Grants if they commit to a set of reforms outlined by the federal government. In order to apply for the grant, schools and the Board must choose one of the following reform models:

Turnaround Model:
- Replace Principal and at least 50% of staff; adopt new governance and instructional program

Restart Model:
- Close the school and restart under a charter school operator

Close/Consolidate Model:
- Closing the school and enrolling students in other, higher performing schools

Transformation Model:
- New strategies to develop teacher and leader effectiveness
- Implement instructional programs using student data
- Extend learning time and create community-oriented schools
- Provide intensive support and operating flexibility
- Replace principal (if in position for two years or more)

The meetings will allow the public to comment on these recommendations and advocate for different approaches that might improve student achievement and school cultures at Alliance, Elmhurst, Roots and United for Success.

Event Details
School Improvement Grant Meetings

Date: Wednesday, May 19, 2010
Time: 6:00 PM
Venue: United for Success Middle School
Address: 2101 35th Ave., Oakland, CA 94601

Date: Wednesday, May 26, 2010
Time: 6:00 PM
Venue: Lincoln Elementary School
Address: 225 11th St., Oakland, CA 94607

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Tony Smith, Ph.D.
Superintendente

Distrito Escolar Unificado de
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**OAKLAND UNIFIED
SCHOOL DISTRICT**

Oficina de Comunicación
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Portavoz de Prensa del Distrito Escolar Unificado de Oakland
Para su Publicación Inmediata

OUSD Llamado a Audiencias Públicas Fondos Mejoramiento de Escuelas
La Mesa Directiva de Educación escuchará comentarios públicos y considerará recomendaciones del Superintendente sobre proceso de fondos federales para reformar escuelas en cuestión

Oakland – 13 de mayo, 2010 – La Mesa Directiva de Educación para el Distrito Escolar Unificado de Oakland sostendrá dos audiencias públicas para determinar como OUSD deberá de proceder con el Fondo de Mejoramiento Escolar (SIG). El miércoles 19 de mayo, la Mesa de Educación sostendrá una junta especial a las 6:00 pm, una segunda audiencia se llevará acabo en la Escuela Primaria Lincoln como parte regular del programa de la Mesa Directiva.

Las dos reuniones presentaran comentario públicos en el proceso obligatorio federal para mejorar resultados de los estudiantes en cinco escuelas de OUSD. El 8 de marzo, el Departamento de Educación de California publicó un listado de escuelas clasificadas como "constantemente en bajo rendimiento" estas incluyen Alliance Academy, Elmhurst Community Prep. Explore College Prep. Roots International Academy y United for Success Academy, estas escuelas secundarias son elegibles para solicitar Fondos de Mejoramiento Escolar si se comprometen a una seria de reformas establecidas por el gobierno federal. Explore, estuvo a punto de ser cerrada antes de empezar en el proceso SIG. Para poder solicitar este fondo, las escuelas y la Mesa de Educación deben de elegir de uno de los siguientes modelos de reforma:

Turnaround Model
Remplazar Director, casi menos 50% del personal, adoptar nuevo gobierno y programa de enseñanza

Restart Model
Cerrar la escuela y reabrir operando como escuela charter

Close/Consolidate Model
Cerrar la escuela, inscribir a los alumnos en otras escuelas con altos resultados

Transformation Model:
- Nuevas estrategias para preparar efectividad en maestros y lideres
- Implementar programas de enseñanza usando datos e información de estudiantes
- Incrementar el tiempo de enseñaza y crear un escuelas con orientación-comunitaria
- Proveer apoyo intensivo y flexibilidad de operación
- Reemplazar al director (si ya tiene dos o mas años)

La reuniones públicas permitirán a la comunidad hacer sus comentario en estas recomendaciones y defender las diferentes soluciones que puedan mejorar el aprovechamiento del estudiante y la cultura escolar en Alliance, Elmhusrt, Roots y United for Success.

Detalles de Evento: *Juntas de Fondos de Mejoramiento Escolar*

Fecha: miércoles 19 de mayo, 2010	**Fecha:** Miércoles 26 de mayo, 2010
Hora: 6:00 PM	**Time:** 6:00 PM
Lugar: Escuela Secundaria United for Success	**Lugar:** Escuela Primaria Lincoln
Dirección: 2101 35th Ave., Oakland, CA 94601	**Dirección:** 225 11th St., Oakland, CA 94607

every student. every classroom. every day.

Oakland Unified School District
2009-10 Overview

OAKLAND UNIFIED
SCHOOL DISTRICT

expect success
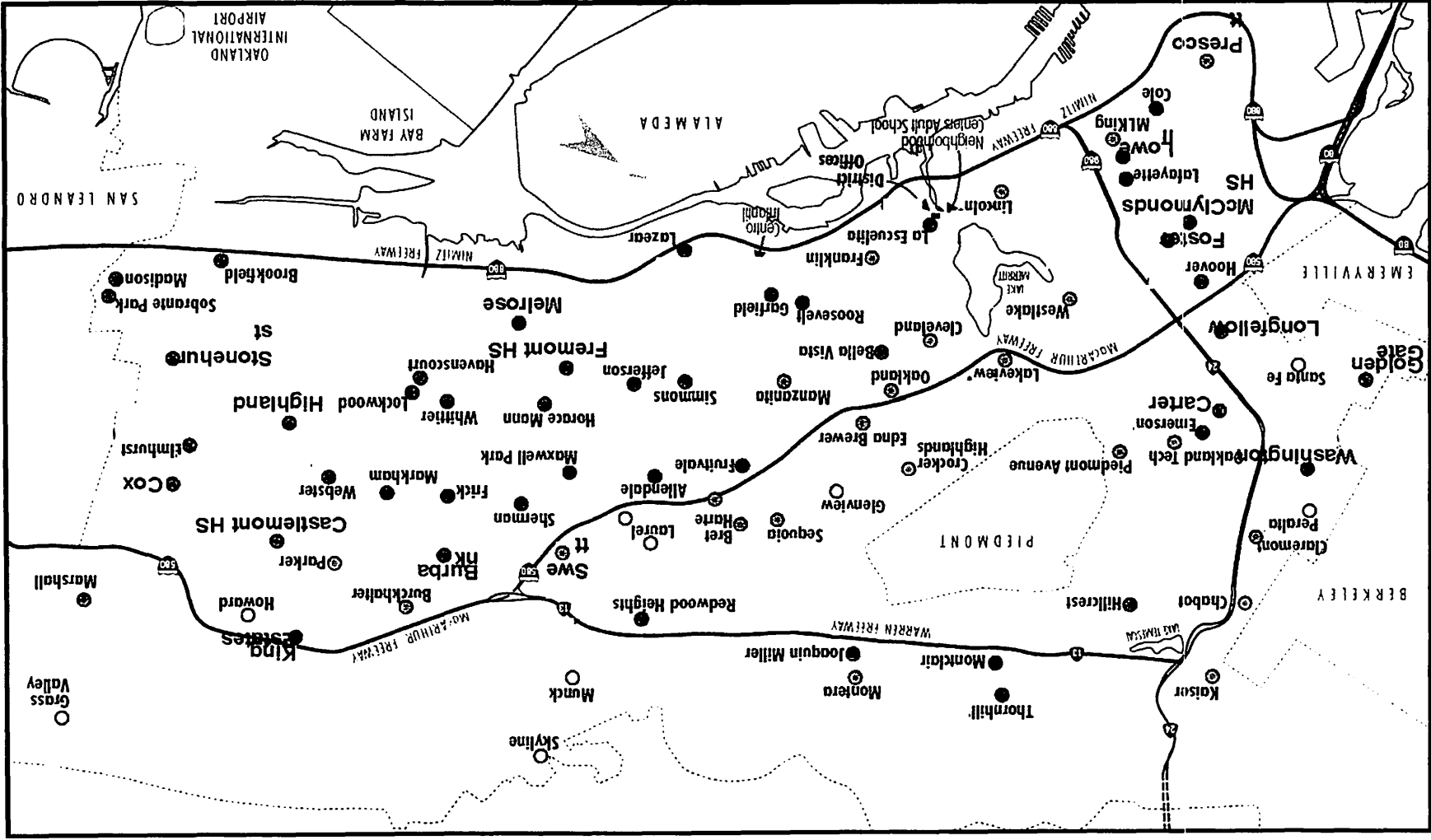
Our Progress So Far....

- **92 point growth in API for OUSD, highest among all large urban districts in California!**
- **Increased the number of schools with an API of 700+ from 11 to 50**
- **Increased the four year graduation rate from 58% to 69%**
- **Opened 31 new small schools in low income neighborhoods**
- **Expanded summer school services from 2,000 to 8,000 students**
- **Expanded after school programs from 34 to 91 schools, and from 3,000 to 17,600 students**

OAKLAND UNIFIED
SCHOOL DISTRICT

expect Success

every student. every classroom. every day.

VISION:
All students will graduate as caring, competent and critical thinkers, fully informed, engaged and contributing citizens, prepared to succeed in college and career.

— GOALS —

All students will meet or exceed rigorous standards in all academic disciplines. All students will:

Graduate prepared to succeed in college and the workplace.

Succeed in **Algebra** by the end of **ninth grade**.

Read and write by the end of **third grade**.

Students take **responsibility** for **themselves** and the **common good**.

Students will possess personal **motivation, skills and resiliency** necessary for success in life and the workplace.

TOP PRIORITY:
High-quality instruction that results in high levels of learning for every student in every classroom every day.

BOARD PRIORITIES

To Increase Student Achievement We Invest in Our People:

- Effective Principal at Every School
- Effective Teachers Retained at Every School
- Quality Teacher Support and Collaboration

BOARD PRIORITIES

To Increase Student Achievement We Create Conditions for Success:

- Personalized Learning Environments
- Results-Based Flexibility for Schools
- Safe and Supportive Schools
- Modern Facilities and Infrastructure
- Data-Driven Performance Improvement

ACHIEVEMENT • EQUITY • ACCOUNTABILITY
Core Values Underlying Our Work

Our Challenges

- **We continue to under-serve our African American, Latino, Pacific Islander and English Learner students, resulting in an opportunity and achievement gap that we must close.**

- **Our high schools need additional support to increase student achievement, reduce truancy, and increase graduation rates**

- **80% of local school district budgets come from the State**

Our Priorities Going Forward

Quality Teaching for Every Student, Every Day	Safe & Supportive Schools	Literacy for College and Career Readiness
- Proven, rigorous standards-based curriculum and assessments for all students - UC/CSU "a-g" course curriculum in high school for all students - Training and coaching that improves teacher instructional skill and content knowledge - Schools ensure regular teacher collaboration to plan instruction for success of each student - Principal training that provides effective support and feedback to improve instruction - Cultural competency training for teachers to better meet the needs of diverse learners - Improved working conditions and support that increases teacher retention	- Secure campuses and violence reduction - Mandatory extended student learning after school, Saturdays and summer - Restorative practices that enhance school culture and improve discipline systems to address equity - Truancy reduction and engaged families - Engaged civic and community partners to reduce violence in the community and at schools - Integrated student and family services at school that address the needs of the whole child	- Focus on reading, writing, speaking, critical thinking and mathematical reasoning for 21st century success - Family access to early literacy in pre-school - Individual plans, progress monitoring and early intervention to keep all students on track - College prep writing for all students, with culminating Senior Project - Career education options, technology literacy, work-based learning and community college course access for all students - Recovery options that help, drop outs, non-completers and juvenile justice students graduate

OUSD 2009-2010 Budget Breakdown

2010—2011 Budget Challenge
$27 million cuts from General Fund Unrestricted

Total Budgeted Expenditures
$616.6 M

General Fund
$428.6 M
4,344 FTE

Other Restricted Funds
$188 M

Construction - $120 M

Child Development - $21 M

Self Insurance - $18 M

Food Serv. - $15 M

Adult Ed. - $12 M

Debt Services - $2 M

Unrestricted Resources
$252.3 M
2,890 FTE

Restricted Resources
$176.3 M
1,454 FTE

School Site Budgets
$184.5 M
2,145 FTE

Centrally Funded Svcs for Schools
$22.0 M
155 FTE

Centrally Funded Site-Based Svcs
$8.6 M
366 FTE

Central Operations
$37.2 M
224 FTE

Elementary
$104.8 M
1,220 FTE

Pro/Currc Devel
$10.9 M
61 FTE

General Ed
$4.0 M
38 FTE

Facilities, Maint
$3.0 M
271 FTE

Bus, HR, Data, etc.
$29.3 M
165 FTE

Middle
$33.9 M
400 FTE

Extended Ed Svc.
$6.3 M
48 FTE

Alt Ed.
$0.8 M
8 FTE

School Climate
$5.6 M
95 FTE

Dist. Lead, Other
$7.9 M
59 FTE

High
$45.8 M
525 FTE

Unaudited Actuals Base Revenue Limit (BRL)
2002-2010 Summary Graph

API Scores

School	State Code	2009 Growth	2008 Base	2008 Growth	2007 Base	2007 Growth	2006 Base	2006 Growth	2005 Base	2005 Growth	2004 Base	2004 Growth	2003 Base	2003 Growth	2002 Base	2002 Growth	2001 Base	2001 Growth	2000 Base	2000 Growth	1999 Base
Elmhurst Comm Prep	0112789	647	655	641	594	594	B														
Elmhurst Middle	6057012					587	547	546	527	527	511	515	499	502	477	459	445	425	414	414	446
Alliance Acad.	0112771	629	640	630	610	610	B														
Elmhurst Middle	0112789					587	547	546	527	527	511	515	499	502	477	459	445	425	414	414	446
Roots Acad	0112805	575	578	570	563	563	B														
Havenscourt	6065866					495	544	535	516	516	501	494	502	507	446	428	406	394	370	370	379
United for Success	0112763	570	B	X	573	573	B														
Calvin Simmons	6057038					492	530	529	520	520	512	508	475	478	454	435	418	406	409	409	414
Explore	0107276	552	598	588	586	586	594	601	641	641	B										

Change/Growth in API

School	State Code	2008 to 2009	2007 to 2008	2006 to 2007	2005 to 2006	2004 to 2005	2003 to 2004	2002 to 2003	2001 to 2002	2000 to 2001	1999 to 2000	5 Year Total Growth Individual	5 Year Total Growth Combined
Elmhurst Comm Prep	0112789	-8	47									39	
Elmhurst Middle	6057012			40	19	16	16	25	14	11	-32	75	114
Alliance Acad.	0112771	-11	20									9	
Elmhurst Middle	0112789			40	19	16	16	25	14	11	-32	75	84
Roots Acad	0112805	-3	7									4	
Havenscourt	6065866			-49	19	15	-8	61	22	24	-9	-15	-11
United for Success	0112763											0	
Calvin Simmons	6057038			-38	9	8	33	24	17	-3	-5	-21	-21
Explore	0107276	-46	2	-8	-40							-92	-92

ELA

Escuela	Puntaje	Proficiente	Puntaje	Proficiente	Puntaje	Proficiente	2006		2005		2004		2003		2002	
	2009		2008		2007											
Elmhurst Community Prep	331	18.3	296	16.3	222	10.8										
Elmhurst Middle					193	14	666	13.4	750	11.1	817	7	901	7.7	935	6.4
Alliance Academy	286	23.4	283	19.8	207	15.5										
Roots International Academy	307	16.6	295	13.6	182	14.3										
Havenscourt Middle					136	10.3	482	12.7	546	9.5	585	6.3	611	8.5	587	4.7
United for Success Academy	352	16.2	341	16.1	170	16.5										
Calvin Simmons Middle					178	12.9	614	11.2	678	10.3	791	7.3	922	6.9	1028	5.0

Mathematics

School	Puntaje	Proficiente	Puntaje	Proficiente	Puntaje	Proficiente	2006		2005		2004		2003		2002	
	2009		2008		2007											
Elmhurst Community Prep	308	21.1	294	16.3	222	21.2										
Elmhurst Middle					204	2.5	690	11.9	746	12.1	813	3.3	879	6.7	923	5.8
Alliance Academy	285	16.1	283	20.1	206	18.0										
Roots International Academy	305	7.5	294	5.4	184	8.2										
Havenscourt Middle					135	3	478	8.6	542	6.6	579	3.2	601	4.6	611	2.6
United For Success Academy	350	18.9	341	8.2	169	7.1										
Calvin Simmons Middle					179	12.3	607	10.7	677	7.2	785	3.8	914	5.5	1040	3.2

ATTACHMENT: COMMUNITY ENGAGEMENT

SIG Community Engagement Feedback Form

School Improvements Grants (SIG) and the reforms they fund have the potential to dramatically impact the school experience in ways that affect students, families and staff. Because of this, we need to work as a community to consider:

- The merits of the reform methods the state and federal government have prescribed
- Whether we will apply for School Improvement Grant money to fund reforms at this time
- What reforms we might list and pursue at each site in an application for funds

OUSD is asking for your input in this process. As a student, parent, or staff member, your participation is critical. You are involved with the school on a daily basis and you have the most at stake – your children's future. The perspective of those closest to the situation is the most valuable and we hope you will use this form to share your thought on each option.

We don't agree with the schools the government has selected as targets for School Improvement Grants, but we need to move forward to ensure the best outcome for students. Superintendent Tony Smith and the Oakland Board of Education are looking to you for guidance as they consider these important questions. Please take part in this process and help us move closer to the day when we provide a high-quality education for every student and equitable outcomes for all.

OAKLAND UNIFIED
SCHOOL DISTRICT

SCHOOL IMPROVEMENT GRANTS
COMMUNITY ENGAGEMENT FEEDBACK

OAKLAND UNIFIED
SCHOOL DISTRICT

School: _____

Needs Assessment

	Strengths	Areas to Improve / Change	Obstacles to Change / Growth
Families / Community Input			
Staff Input			

Turnaround Model: (list not exhaustive)
- Replace the principal
- Replace at least 50% of staff
- Implement longer school day/calendar
  Recruit and retain effective teachers

- Quality professional development
- Using data to inform teaching
- Provide social-emotional supports for students

	Pros *How does this build on strengths?* *How does this facilitate change?* *How does this reduce obstacles?*	**Cons** *How does this negate strengths?* *How does this impede change?* *How does this reinforce obstacles?*
Families / Community Input		
Staff Input		

Questions and Comments:

Restart Model: (list not exhaustive)
- Convert or Close the school & Restart it as a charter public school
- Charter pathway may occur one grade level at a time, or whole school
- Charter through CMO (charter management organization), EMO (education management organization), or charter operator

	Pros	**Cons**
	How does this build on strengths? *How does this facilitate change?* *How does this reduce obstacles?*	*How does this negate strengths?* *How does this impede change?* *How does this reinforce obstacles?*
Staff Input		
Families / Community Input		

Questions and Comments:

Close/Consolidate Model:

- Close the school completely
- Enroll the students in other, higher-performing schools

	Pros *How does this build on strengths?* *How does this facilitate change?* *How does this reduce obstacles?*	**Cons** *How does this negate strengths?* *How does this impede change?* *How does this reinforce obstacles?*
Families / Community Input		
Staff Input		

Questions and Comments:

Transformation Model: (list not exhaustive)

- Replace the principal under certain circumstances
- Implement longer school day/calendar
- Implement an evaluation process that utilizes measure of student growth
- Implement a system where staff is rewarded for student achievement and removed if students are not achieving
- Recruit/retain effective teachers
- Quality professional development

- Use data to inform teaching
- Engage the community
- Provide teacher collaboration time
- Use vertically aligned curriculum
- Provide schools flexibility over staffing, calendar, schedule, budget

	Pros *How does this build on strengths?* *How does this facilitate change?* *How does this reduce obstacles?*	**Cons** *How does this negate strengths?* *How does this impede change?* *How does this reinforce obstacles?*
Families / Community Input		
Staff Input		

Questions and Comments:

Applying for Funds at this Time: (list not exhaustive)

Pros
- Submitting an application: 2010-11 vs. 2011-12 vs. Not at all
- Considering the gains to date and likelihood of further improvements
- Considering unified vs. opposing goals of community

Cons
- Timeline for change / implementation
- Consideration of alternatives to SIG grant
- Add value of resources / change strategy

	Staff Input	Families / Community Input
Pros		
Cons		

Questions and Comments:

SIG Community Engagement Feedback Form

School Improvements Grants (SIG) and the reforms they fund have the potential to dramatically impact the school experience in ways that affect students, families and staff. Because of this, we need to work as a community to consider:

- The merits of the reform methods the state and federal government have prescribed
- Whether we will apply for School Improvement Grant money to fund reforms at this time
- What reforms we might list and pursue at each site in an application for funds

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OAKLAND UNIFIED
SCHOOL DISTRICT

SCHOOL IMPROVEMENT GRANTS
COMMUNITY ENGAGEMENT FEEDBACK

OAKLAND UNIFIED
SCHOOL DISTRICT

School: __United for Success Academy__

Needs Assessment

	Strengths	Areas to Improve / Change	Obstacles to Change / Growth
Families / Community Input	Good education Some good teachers The school engages parents Uniform policy Discipline Different from Calvin	More security Smaller class sizes More parent involvement Quality of instruction Enrichment classes More individualized attention Intervention classes More homework More parent workshops Improve communication Consistency	Change in people (people come and go) Our own community It's hard to change people

Individuals put forth a lot of effort throughout the school. planners, dress code, functional front office, procedures as written on the books, PD on student work School had a strong SPSA, but it fizzled Our students are bright, eager and capable of achieving anything and everything. They are creative and love leadership opportunities. Our families are dedicated, supportive, inquisitive, caring and vastly underutilized. Within the staff as a whole we have a group of dedicated professionals, willing to tackle challenges, make decisions and try new strategies.	Not being reactive, being proactive with institutional memory in mind, only coming together at the beginning but not throughout the year, lots of lip service about doing all the same thing but things weren't actually done the same -- more consistency. Genuinely investing the staff in whatever is next. Grading system is an example of how inconsistency does not serve families. Need a different take on strategic. Need electives, need positives. Sometimes school effort is poorly deployed and people are working against one another. We're a good environment for a specific type of person -- it would be difficult to replicate our school if certain teachers left. Policy implementation is not consistent, not communicating with parents as much as we should, advisory is a mess (need smaller), strategic class needs better structure and can't ask teachers to create curriculum, lacking equity PD work, not enough fire drills, who gets which keys to the building Not every member of staff is effective at sharing/holding/implementing the school's vision for excellence	Rigidity of the models, district/labor flexibility to have fidelity to any one model. How will OUSD support the school to fulfill all the parts of the model? The potential inability of the district/labor to negotiate Straddling multiple models simultaneously -- wanting to be a small school when not really a small school. District intervening to take away money from the school site When it feels that no one knows how decisions will be made, makes me worried to stick around. Not enough time to create a new school - concern re: transformation. Problem with losing institutional memory - none of the models worry about what's already been changed from the big school, or the things that have not worked at the big or the small school In the past, obstacles to change and growth included: leadership/communication inconsistencies, lack of foresight on school/district timelines/procedures, staff not all on the same page about direction of the school and what the "must-haves" are

Turnaround Model: (list not exhaustive)

- Replace the principal
- Replace at least 50% of staff
- Implement longer school day/calendar
  Recruit and retain effective teachers

- Quality professional development
- Using data to inform teaching
- Provide social-emotional supports for students

	Pros *How does this build on strengths?* *How does this facilitate change?* *How does this reduce obstacles?*	Cons *How does this negate strengths?* *How does this impede change?* *How does this reinforce obstacles?*
Families / Community Input	Get good teachers Extend school day or year Improve teaching More $ Social and enrichment services	Not sure who controls 50%, lose good teachers, who stays/goes? What are the specific parts of changes? How is $ spent? How much flexibility?
Staff Input	Have additional funds to implement longer school day/calendar, recruit and retain effective teachers, provide quality professional development, use data to inform teaching, and provide social-emotional supports for students Get new refresh teachers with new focus and vision, who may be willing to work harder	Who are the teachers who will come work here? Too many first year teachers. New administrators again is the same problem May not allow the school's process/stakeholders to dream big enough, as much of the model has been tried at this site May not even work cause all you'll get will be new, inexperienced teachers who have no idea who they're teaching. Lack of consistency

Restart Model: (list not exhaustive)

- Convert or Close the school & Restart it as a charter public school
- Charter pathway may occur one grade level at a time, or whole school
- Charter through CMO (charter management organization), EMO (education management organization,), or charter operator

	Pros *How does this build on strengths?* *How does this facilitate change?* *How does this reduce obstacles?*	**Cons** *How does this negate strengths?* *How does this impede change?* *How does this reinforce obstacles?*
Families / Community Input	Staff reapply	District not involved Who gets accepted to school in future years? Lose stability Could lose good teachers
Staff Input	Has a proven model (kipp, Edison, etc.), community involvement, site-based decision making, site controls makes all the decisions Potential access to additional private philanthropic funds above and beyond SIG monies. Depending on the charter operator, allows for the school to "dream" as extensively as it wants, without current limits from District and labor procedures and policies Independent and free from district policies and mandates	Lack of OEA support. Brings in a model that does not focus on the local community. What a brain trust someplace else decided would be best. Pro -- very little effort. Con is that too mysterious, too many options under charter. Don't live by the rules of the district, teachers don't have the best working conditions, the teachers aren't always invested the community, skimming of students Have to have your phone on a lot. Sounds like too much of a business approach. Pretend to serve a community – kids get pushed out by applications or by requirements of the school and don't get served – only serve a select few in a community New charter could be one that already exists like Kipp, etc. Same formula

Close/Consolidate Model:
- Close the school completely
- Enroll the students in other, higher-performing schools

	Pros *How does this build on strengths?* *How does this facilitate change?* *How does this reduce obstacles?*	Cons *How does this negate strengths?* *How does this impede change?* *How does this reinforce obstacles?*
Families / Community Input		Lose good teachers Lose student progress Negative impact on other schools Pushing students into jail No $ Lose stability
Staff Input	A real chance to start over with a year without students	No other place for students to go, our kids are a family and need a place Can't happen, kids need a school, might force kids to a bigger school which is not what many families chose

Transformation Model: (list not exhaustive)

- Replace the principal under certain circumstances
- Implement longer school day/calendar
- Implement an evaluation process that utilizes measure of student growth
- Implement a system where staff is rewarded for student achievement and removed if students are not achieving
- Recruit/retain effective teachers
- Quality professional development

- Use data to inform teaching
- Engage the community
- Provide teacher collaboration time
- Use vertically aligned curriculum
- Provide schools flexibility over staffing, calendar, schedule, budget

Pros	Cons
How does this build on strengths?	*How does this negate strengths?*
How does this facilitate change?	*How does this impede change?*
How does this reduce obstacles?	*How does this reinforce obstacles?*

Families / Community Input

Pros	Cons
Reward good teachers.	Who chooses good vs. bad teachers?
Remove ineffective teachers.	How do we know if teachers are effective?
Recruit good teachers who are capable and effective.	
Longer school day or year.	
More community, parent, student participation.	

Transformation is the best. Pros, having money to give students enrichment activities, targeted support in English and math. having the money to pursue programs of ELA and programs of Math, as opposed to an unsupported strategic period. Further enrichment paid for would be delightful. Currently leaning to heavily on the extended day to provide enrichment. Staff would have an incentive to work in extended learning time/year. Cons: depends on how it gets down, how they manipulate the contract, what the support looks like -- don't just buy Read180, good luck	Creates a climate of tension and distrust between various faculty/administration levels. Kids don't just learn more if the day is longer. Quality rather than quantity of teaching. Creates a climate of competitiveness
Provides teachers collaboration time. Data informs teaching. Provides schools flexibility over staffing, scheduling and budgeting. More community and parent involvement	How do you evaluate students based on their achievement – students who come in the middle of the year? Newcomers knowing no schooling – what is the evaluation criteria look like for them? What other factors will be looked at in terms of evaluation? Is the OEA going to allow those waivers?
Takes the group that knows the most about the school and gives them a chance to really build on their current knowledge. Continuity of the Vision that we need to get back to	Within that model, worried about scripted curriculum, scripted school, top-down decisions, and not a bottom-up
Money for more programs possibly	Rewarding teachers and laying off based on test scores. Lack of consistency
Ability to implement: longer school day/calendar; an evaluation process that utilizes measure of student growth; a system where staff is rewarded for student achievement and removed if students are not achieving. Money and focus to: recruit/retain effective teachers; provide quality professional development; use data to inform teaching; engage the community; provide teacher collaboration time; use vertically aligned curriculum. Provides schools flexibility over staffing, calendar, schedule, budget.	

Applying for Funds at this Time: (list not exhaustive)

- Submitting an application: 2010-11 vs. 2011-12 vs. Not at all
- Considering the gains to date and likelihood of further improvements
- Considering unified vs. opposing goals of community

- Timeline for change / implementation
- Consideration of alternatives to SIG grant
- Add value of resources / change strategy

	Pros	Cons
Families / Community Input		No $ for teachers, small class size, extra curricular, school safety. Might be forced to change later w/o $.
Staff Input	Getting as much money as possible from wherever we can. Money is not tied to CA budget woes. Going back to a smaller size, which might be possible in more than one model Potential of getting up to $2 million to serve our students and families is an amazing opportunity. SIG process requires additional protections/safe guards/accountability that families will be engaged and included more thoroughly	Feeling that a decision has already been made, and that it's going to be transformation – pushed by some sort of forces – from administration

SIG Community Engagement Feedback Form

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- The merits of the reform methods the state and federal government have prescribed
- Whether we will apply for School Improvement Grant money to fund reforms at this time
- What reforms we might list and pursue at each site in an application for funds

OUSD is asking for your input in this process. As a student, parent, or staff member, your participation is critical. You are involved with the school on a daily basis and you have the most at stake – your children's future. The perspective of those closest to the situation is the most valuable and we hope you will use this form to share your thought on each option.

We don't agree with the schools the government has selected as targets for School Improvement Grants, but we need to move forward to ensure the best outcome for students. Superintendent Tony Smith and the Oakland Board of Education are looking to you for guidance as they consider these important questions. Please take part in this process and help us move closer to the day when we provide a high-quality education for every student and equitable outcomes for all.

OAKLAND UNIFIED
SCHOOL DISTRICT

SCHOOL IMPROVEMENT GRANTS
COMMUNITY ENGAGEMENT FEEDBACK

OAKLAND UNIFIED
SCHOOL DISTRICT

School: ___Elmhurst Community Prep__

	Strengths	Areas to Improve / Change	Obstacles to Change / Growth
Staff Input	- School culture that we've created as a small school - Student Led Conferences (both projects and parent involvement/attendance) - Advisory program (with teacher-created curriculum provided to all) - Consistent use of learning targets - Consistency of practice - Strong staff culture – professionalism, collaboration - Weekly progress reports - Grade level collaboration - Increased data analysis and use in planning instruction - Professional Development cycle - Shared instructional strategies - Implementation of formative assessment tools - Personalization - Response to students' emotional needs - Performing Arts program - Family events - Full inclusion of resource students, the social inclusion of SDC students, and generally removing the stigma of being SpEd.	- Increased consistency of instructional strategies - Increase use of formative assessments - Increase communication of student needs - Increased access to technology - Quality of hiring choices - Resources for hiring - After school program - Increase family events - Better meet the needs of ELLs - Although we have an informal response to intervention to the intervention needs of students, we'd like to pursue a more formal approach to RTI - Greater consistency around positive interactions between staff and students - More culturally relevant assemblies, field trips, celebrations - Peer Observations (do more)	- Resources - District hiring restrictions and processes - Ability to recruit effective teachers to OUSD - Difficulty in releasing ineffective teachers and staff - Lack of curricular flexibility - Lack of calendar flexibility - Ineffective district systems that take a lot of our time - The difficulty of the contract process (both in terms of approval and timeline) - Need for additional mental/emotional health services - Need for expanded social services for families (health services, mental health services, access points to social services)

Turnaround Model: (list not exhaustive)
- Replace the principal
- Replace at least 50% of staff
- Implement longer school day/calendar
  Recruit and retain effective teachers

- Quality professional development
- Using data to inform teaching
- Provide social-emotional supports for students

	Pros *How does this build on strengths?* *How does this facilitate change?* *How does this reduce obstacles?*	Cons *How does this negate strengths?* *How does this impede change?* *How does this reinforce obstacles?*
Families / Community Input	o Social and emotional support and community-oriented support. o Control over hiring.	o We already did this. o We need a letter from the union.
Staff Input		• This process has been implemented at ECP. It is redundant. We have seen significant API growth since the turnaround was implemented (120 points in 5 years). • We've been recognized for this work in various ways, including a research study conducted by Linda Darling Hammond and Stanford University.

Restart Model: (list not exhaustive)
- Convert or Close the school & Restart it as a charter public school
- Charter pathway may occur one grade level at a time, or whole school
- Charter through CMO (charter management organization), EMO (education management organization,), or charter operator

	Pros *How does this build on strengths?* *How does this facilitate change?* *How does this reduce obstacles?*	Cons *How does this negate strengths?* *How does this impede change?* *How does this reinforce obstacles?*
Families / Community		o The students would fall further behind. o Uneven quality in charter schools. o Different schedules from OUSD. o No accountability when parents have problems. o Lack of trust because people have had bad experiences.
Staff Input	• Increased autonomy • Possible financial incentives for high performing teachers • Increased curricular autonomy • Possible to serve healthier food to our students • Calendar and school schedule flexibility • Hiring and firing flexibility • Possible better use of resources by contracting with less costly partners • Possibility to create job descriptions that fit the needs of the school • Ability to make well-informed and specific choices about the best use of resources. • Possibility of varying teacher schedules • Possibility to create teacher leadership positions • Can implement RTI • Can implement stronger ELL program • Flexibility to improve on existing programs and ability to design new ones • Increased PD time	• Major concerns around implementing this on the 2010-2011 timeline • Uncertainty CMO/EMO host organization. This choice/decision has the most impact on the direction and vision of the school and it feels untenable to choose that organization thoughtfully under the current timeline. • Loss of union protections – including tenure, seniority, pay, health benefits, etc.

Close/Consolidate Model:
- Close the school completely
- Enroll the students in other, higher-performing schools

	Pros *How does this build on strengths?* *How does this facilitate change?* *How does this reduce obstacles?*	Cons *How does this negate strengths?* *How does this impede change?* *How does this reinforce obstacles?*
Families / Community Input		o Where would the students go? o This will impact the students more than the teachers. o Inconvenient for parents. o Problems with AC transit and transportation. o Throwing to waste all the good work done to create ECP. o SIG money doesn't follow the students to another school. o Loss of investment.
Staff Input		Consolidation • The large school leads to a loss of personalization and ability to respond to student needs • Difficult to get all teachers united around a core vision or consistent instructional practices • Loss of consistency/positivity in student culture • Loss of consistency/positivity in staff culture • Safety • Possible increased class size Close • Not serving the many students in east Oakland who live in the neighborhood. We are not under-enrolled.

Transformation Model: (list not exhaustive)
- Replace the principal under certain circumstances
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- Provide teacher collaboration time
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	Pros *How does this build on strengths?* *How does this facilitate change?* *How does this reduce obstacles?*	Cons *How does this negate strengths?* *How does this impede change?* *How does this reinforce obstacles?*
Families / Community	o Evaluation of teachers based on students' growth. o Rewards teachers who produce student growth. o More time for teacher collaboration. o Longer school year. o Ongoing support for community and parent engagement. o Student-Led conferences can happen more frequently.	o We need a letter from the teacher's union agreeing to this change. o A longer day is too much for the kids; no time for homework or after school programs.

Staff Input	
• Outlined in a lot of detail in the legislation • Teacher evaluations tied to test data • Possibility of merit-based pay • Possibility of staffing flexibility • Possibility of varying teacher schedules • Possibility to create teacher leadership positions • Can implement RTI • Can implement stronger ELL program • Flexibility to improve on existing programs and ability to design new ones • Calendar and school schedule flexibility • Possibility of increased PD time • The option of a planning year to implement this allows us to take advantage of the resources and do it in a more thoughtful way for the 2011-2012 school year • Retention of union protections but with flexibility as outlined in legislation especially around hiring/releasing staff.	• Outlined in a lot of detail in the legislation • Teacher evaluations tied to test data • Many of the provisions in the legislation are in violation of union contract • Things that are suggested as possibilities, like staffing flexibility, are not guaranteed

Applying for Funds at this Time: (list not exhaustive)

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	Pros	Cons
Families / Community Input	o We need the money.	o Later we might have to make the changes without the money. o This school needs the money.
Staff Input	• We have begun the brainstorming process of how to improve our school and would benefit from the resources to implement changes that are good for students. Staff is in favor of applying for the funds for the 2010-2011 school year.	• Not applying for the funds this year avoids the very quick timeline of implementation in 2010-2011. • The state used two years of data to calculate our API growth in this process and we have grown 39 points in two years. If our API grows by 11 points from 2010 data, and the state uses the same formula to determine the list next year, we will be ineligible for the funds. • Although the CDE plans to two rounds of administration on this grant, there is no guarantee on how much of the funds will be available.

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OAKLAND UNIFIED
SCHOOL DISTRICT

ALLIANCE ACADEMY

Do Not Apply for School Improvement Grant (SIG) (Mike Kinne will present this option to the community)

Pros	Cons
1) School keeps current administration and staff which knows the students and can make improvements as see fit as well as be given the chance to improve test scores 2) Most consistent and continuous option for students and community	1) Loss of monetary gain for the school and the district 2) Chance of test scores not meeting standards – we may be in this position again

Transformation Model (Jeffrey Hilliard will present the option to the community)

Pros	Cons
1) Potential funding for an improvement plan, including stronger professional development support, more community outreach, and improved instructional strategy (this will be outlined later) 2) Out of the 4 proposed models, this one will keep the school the most consistent next year for students - students, parents, and community will continue to be supported by a dedicated staff they know, respect, and trust	1) Loss of administration and possibly staff under new administration 2) New administration may reject vision of the school

Turnaround Model (Jane Kaufmann will present this option to the community)

Pros	Cons
1) Revised and improved program including increased instructional accountability	1) Loss of administration 2) Loss of at least 50% of dedicated and motivated staff 3) This model is too detailed

Restart / Charter Model (David Ramirez will present this option to the community)

Pros	Cons
1) Possibility of keeping administration • some charter schools offer excellent academic and enrichment programs • teachers may receive higher pay • charter schools often require high parent participation 2)	1) There is not enough time given to build a new successful charter school from scratch 2) Teachers would lose tenure privileges, union benefits, and would have to reapply for their positions – many dedicated teachers would choose to leave 3) Unclear which charter organization would be taking over the school – potential of little or no community voice in creation of charter 4) Potential loss of current extra curricular programs, intervention, and special education instructor

School Closure

Cons - Students will have to bus to different schools far from the Elmhurst Community

Recommendation of the Teacher Committee (Seema Sharma and Akilah Byrd will present the recommendation to the community)

1. **DO NOT APPLY FOR THE SCHOOL IMPROVEMENT GRANT (SIG)** is our first recommendation. Both the Teachers and Community agree that our Administration and Staff should remain unchanged, and be given the opportunity to design and implement improvement strategies to further raise achievement and test scores.

2. **TRANSFORMATION MODEL** is our second recommendation. This model allows the school to receive grant money while keeping the school the most consistent. Students, parents, and community, will continue to be supported by a dedicated staff they know, respect, and trust.

Outline for Proposed School Improvement Strategies

Teachers have collaborated and created an outline of ideas for next year for staff to improve student achievement, or for the new administration under the transformation model.

PDs: Developing and increasing teachers and school leader effectiveness.

Mentor teachers for new teachers and peer coaching
Observations (peer & informal)
Leadership team
Opportunities to attend conferences etc. (STIP Sub) networking and resources
Collaboration on student work
Teacher inquiry lesson study design

Instruction and Assessments: Comprehensive instructional reform strategies

Project-based learning and student work exhibitions
Student portfolios
Multi-cultural curriculum
Creative and conceptual electives that are intervention for academic standards
Small classes school wide
Longer classes: intervention and extension scheduled into class period

Extended Day/Family Center: Increasing learning time & creating community oriented schools

Community service requirements
GATE Program
Family center (family nights for movies, counseling etc., health and fitness)
Community outreach: hosting events on our campus (ex. sports tournaments)
Adult student speakers (raising cultural and political awareness, making use of college student volunteers)
Research based after school programs

Consultants and Support: providing operational flexibility and sustained support

Networking – same subject matter and experts; partnering with another school and team teaching
Parent/student conferences: mandatory contracts, behavior and volunteer
STP Sub for observation coverage
On-campus suspension staff member
School autonomy on decision use of outside consultants
Creative scheduling (Example: during class period having intervention set up for students)

OCO/Alliance Family Committee
Monday, April 5, 2010
5:00 pm

Alliance Family Participants:
Manuel Morales
Tajada Scarbrough
Maria Sanchez
Carmen Rodriguez
María Rodríguez

OCO Participants:
Hae Sin Thomas
Jesús Rodríguez
Liz Sullivan

Pro and Con Analysis

Transformation (Manuel Morales will present this option to the community)

Pros	Cons
1. Evaluating teachers base don student growth 2. Rewarding (not necessarily with $) teachers for student growth 3. Removing teachers whose students show no growth 4. Autonomy *and* support from the district 5. Vertically aligned curriculum	1. Losing the principal 2. It's difficult to design a system to measure teacher effectiveness 3. Change to teacher evaluation system must be negotiated with the union 4. No evidence that OUSD has the capacity to provide intensive support to an autonomous school

Close the School (Maria Rodriguez will present this option to the community)

Pros	Cons
None	1. No plan for students: what happens to them? 2. No SIG $ to support students as they transition to new schools 3. No higher performing school in this area 4. It's too late to implement because the options process is over and potential receiving schools like Montera are full.

Question: Whose definition of higher performing school would be used? Would the determination be based on the API score, or on the tiered system of OUSD's school portfolio management? Schools with a higher API may be doing worse with kids from our neighborhood.

Turn-Around (Carmen Rodriguez will present this option to the community)

Pros	Cons
1. Longer school day or longer school year 2. More rigorous professional development 3. Data driven instruction 4. Social-emotional supports for students	1. We would need to negotiate with the teachers union to be able to hire the teachers we wanted without regard to seniority 2. Firing the principal: - She is always in the classrooms, hallways & cafeteria, very visible - She knows the kids and is accessible to parents - She knows the performance level of the students 3. Firing ½ the staff - It would destabilize the school - The staff are a team that has been together for 2 years

Restart (Tajada Scarbrough will present this option to the community)

Pros	Cons
1. We could keep the principal 2. We would not be forced to fire half the staff, but could be strategic and keep the teachers whose vision is aligned to the school vision 3. We could flexibly pick and choose among the best parts of other options 4. We could get a lot of start-up money	1. Timeline is short for starting a charter school 2. We want to keep most of the teachers, and we don't know if they would want to work in a charter 3. The OUSD board doesn't like charter. It will be a fight to get them to approve it.

Don't Apply (Tajada Scarbrough will present this option to the community)

Pro	Con
1. We keep what we've got in terms of our principal and teachers 2. We can weed out the people we don't want without the government telling us what to do 3. We can go to the principal and ask for changes that will improve the school 4. Keeping the staff we have is worth more than getting a federal grant	1. No guarantee that we could apply later for the SIG grant 2. We don't know what is happening at the district level with the budget cuts and school closures. It could leave us vulnerable to consolidation 3. The district won't respect this choice and will impose what they want 4. We don't know what is going to happen with the state law. We might be forced to implement an option down the line. 5. ECP probably will apply for the SIG $, so there will be an imbalance in resources between the two school on the campus.

Recommendation from the Family Committee

1. Not applying is the second best option for Alliance, but families will accept this only if teachers agree ahead of time to the restart model if the state comes back and insists that we implement an option. We need to have a charter petition ready to go.

2. Restart is the best option for Alliance because it allows the school to receive the SIG money, to keep the principal and the teachers that we want, to have maximum flexibility in terms of how we improve student outcomes, and it protects us from consolidation during OUSD "right sizing" of the district.

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- What reforms we might list and pursue at each site in an application for funds

OUSD is asking for your input in this process. As a student, parent, or staff member, your participation is critical. You are involved with the school on a daily basis and you have the most at stake – your children's future. The perspective of those closest to the situation is the most valuable and we hope you will use this form to share your thought on each option.

We don't agree with the schools the government has selected as targets for School Improvement Grants, but we need to move forward to ensure the best outcome for students. Superintendent Tony Smith and the Oakland Board of Education are looking to you for guidance as they consider these important questions. Please take part in this process and help us move closer to the day when we provide a high-quality education for every student and equitable outcomes for all.

OAKLAND UNIFIED
SCHOOL DISTRICT

SCHOOL IMPROVEMENT GRANTS
COMMUNITY ENGAGEMENT FEEDBACK

OAKLAND UNIFIED
SCHOOL DISTRICT

School: _Roots International Academy_

Needs Assessment

Strengths	Areas to Improve / Change	Obstacles to Change / Growth
✓ Uniforms ✓ Advisory ✓ Teacher contact ✓ Student of the Month ✓ Personal phone calls about events ✓ After school program ✓ Saturday School ✓ Tutoring ✓ History of Gangs/ gang prevention programs ✓ PE program ✓ Special Education program	✓ Large class sizes ✓ Increase student learning ✓ Need more teachers ✓ Want teachers to treat all students equally ✓ More security ✓ Clinic/ nurses office ✓ More awards ✓ More student incentives ✓ More counseling ✓ Cultural studies ✓ More student engagement in class ✓ Better lunches ✓ More parent participation ✓ More training and preparation for teachers ✓ More funding for after school program ✓ Link parents with community resources ✓ Neighborhood security ✓	

(left margin, rotated text) Families / Community Input

Staff Input		
✓ Elevate partnership ✓ Special Ed. Resources ✓ Gardening ✓ Site Based Professional Development ✓ Student led conferences ✓ Single subject teachers	✓ Increased access to academic interventions (ELD, READ 180, SPED) ✓ Parent Outreach ✓ Improve advisory, elective, intervention classes ✓ More positive reinforcements ✓ More opportunities for teachers leadership (committees) ✓ Implement RTI model ✓ More data driven coaching ✓ Home visits	✓ Time for teacher training ✓ Staff Capacity ✓ Need for increased cultural competency of staff. ✓ Community violence ✓ Negative stereotypes that already exist about the school and community ✓ Need for more school structures that promote parent involvement ✓ School environment – older building, graffiti, cleanliness ✓ Gang influences ✓ Physical location of school – high traffic area (66th and International)

Turnaround Model: (list not exhaustive)

- Replace the principal
- Replace at least 50% of staff
- Implement longer school day/calendar
  Recruit and retain effective teachers

- Quality professional development
- Using data to inform teaching
- Provide social-emotional supports for students

Pros *How does this build on strengths?* *How does this facilitate change?* *How does this reduce obstacles?*	Cons *How does this negate strengths?* *How does this impede change?* *How does this reinforce obstacles?*
✓ Social-emotional support ✓ More of Intervention (already in place) ✓ Mandatory extended day ✓ No cambien todos los maestros – Do no change all the teachers ✓ Mantener maestros por mas tiempo – Keep teachers for longer time ✓ –Making changes based on exams' results ✓ More time at school ✓ Emotional support ✓ A more involved and strong committee ✓ Implement calendar only for students with low grades ✓ More school days ✓ New types of programs ✓ After school programs	✓ Having to change the principal is very bad ✓ To lose the teachers is not good. ✓ To loose the establish relationship with the teachers ✓ Replacing the principal ✓ There is no time ✓ More new teachers ✓ ✓ Replace teachers and principal in 3 months

Families / Community Input

✓ Flexibility re: calendar day ✓ PD w/data and site-based ✓ Social-emotional support for students ✓ Not much is opposed by OEA so we wouldn't have to go through them ✓ We could continue to build an effective/high-quality staff ✓ Longer school day/school calendar (OEA approved) ✓ Recruiting/retention teachers ✓ Quality PD w/data ✓ Social emotional support for students ✓ Implementing longer days – extended after school for tutoring or academic support	✓ Instability ✓ Research show it's ineffective ✓ The pool of applicants may not be better able to serve the students ✓ We already replaced a significant number of teachers and haven't had enough time to show gains ✓ Not enough time to thoroughly plan all these things ✓ Who is the new principal? ✓ How will he/she be hired? ✓ When will staff know if they can return? ✓ Destabilizing ✓ Who will the new principal be? ✓ Who manages grant? ✓ A lot of work ✓ The process may be too rushed for it to have good results ✓ Who would be the people to replace teachers and principal ✓ OEA seniority rights will influence who is placed at the school

Restart Model: (list not exhaustive)
- Convert or Close the school & Restart it as a charter public school
- Charter pathway may occur one grade level at a time, or whole school
- Charter through CMO (charter management organization), EMO (education management organization,), or charter operator

<table>
<tr><td align="center">**Pros**
How does this build on strengths?
How does this facilitate change?
How does this reduce obstacles?</td><td align="center">**Cons**
How does this negate strengths?
How does this impede change?
How does this reinforce obstacles?</td></tr>
<tr><td>

✓ Same principle
✓ Get more money
✓ More flexibility
✓ Potential for smaller class sizes (ex. 20 students per class)
✓ Greater creativity in decision making
✓ Freedom to make choices
✓ Keep same teachers and principal
✓ Possibilities of having a set of different rules
</td><td>

✓ Maybe teachers might choose to leave
✓ Hard to run
✓ Time is too short
</td></tr>
</table>

Families / Community Input

✓ Students continue with the school
✓ Roots students having priority to attend
✓ Potentially more control
✓ Potential to keep current staff/principal
✓ Potential for no union – bypass rules
✓ Hire whom ever school feels best
✓ Gives principal and parents more power to make decisions
✓ Can work outside of district
✓ Flexibility
✓ Still serving the community
✓ Potentially more community involvement
✓ More opportunities to have our voices heard
✓ Could have lots of support
✓ Attracts more experienced teachers
✓ Could potentially provide more staff consistency for students than some other options
✓ Implement a plan that helps students achieve
✓ Increase parent involvement

✓ A lot of work
✓ Limited time frame to implement
✓ Space/could we keep our current space?
✓ Limited/not enough time to research
✓ No union contracts
✓ Lack of clarity around how ELD, SPED, intervention operate in charters
✓ Charter may select a different group of
✓ Still have lots of questions
✓ All staff would have to re-apply
✓ Unknown and risky
✓ Who would write the charter? (Parents, teachers, students)
✓ Existing charters may or may not fit our philosophy

Close/Consolidate Model:
- Close the school completely
- Enroll the students in other, higher-performing schools

Pros *How does this build on strengths?* *How does this facilitate change?* *How does this reduce obstacles?*	Cons *How does this negate strengths?* *How does this impede change?* *How does this reinforce obstacles?*
✓ To make this change in other schools and hope is good is fine ✓ .N/A ✓ Nothing good	✓ The difficulties for parents – where to send our children to other school? ✓ The different requirements could not be met by the students ✓ It is very difficult for the students to have to move them from school when they feel fine here ✓ Students' loosing the relationship they have with teachers and students ✓ Will send students farther away ✓ Over crowed schools ✓ Psychological and emotional impact ✓ Transportation (buses) ✓ Loosing excellent teachers and principal ✓ Larger classes ✓ May lead to lower student grades

Families / Community Input

Staff Input	
✓ Nothing good ✓ May or may not attend a closer school ✓ May or may not perform higher	✓ Over crowd – another school – big classes – bad teaching ✓ Travel to new schools (far) gang issues/neighborhood issues/inconvenient for parents ✓ All schools in the area are struggling – no need to burden ✓ Push parents to charter ✓ Not enough time ✓ Teachers are not going to have jobs ✓ Other schools would have more students than other one's ✓ Other school might be farther away than Roots ✓ Where will students go? ✓ Where will staff/teachers go? ✓ Destabilizing ✓ facility may be misused ✓ . Location of higher performing schools is too far ✓ Disenfranchising for students and families ✓ Doesn't value/acknowledge the progress we made ✓ Doesn't address the problem of low achievement – nothing is improved/fixed ✓ Current 7th graders would go to a new school for one year then on to high school–too disruptive ✓ Doesn't support community

✓ Flexibility – More $ (in theory) ✓ Flexibility: Staff calendar, schedule, budget ✓ Longer school day/calendar ✓ Recruit/retain effective teachers ✓ Vertically aligned curriculum ✓ Community engagement ✓ New Principal ✓ Collaboration time ✓ Evaluation process that utilizes measures of student growth (what to learn more) ✓ PD site based ✓ Collaborative time ✓ Evaluation redesign ✓ Data driven instruction ✓ Teachers to stay	✓ Not much difference from restart model ✓ As a teacher not much power / not much input ✓ Replacing the principal ✓ This is still a newer model ✓ Contract Negotiations ✓ Who manages grant? ✓ New principal? ✓ OEA will not allow this and CDE said all "issues" need to be negotiated <u>before</u> the application ✓ Evaluation redesign ✓ Again this plan sounds to risky

Transformation Model: (list not exhaustive)

- Replace the principal under certain circumstances
- Implement longer school day/calendar
- Implement an evaluation process that utilizes measure of student growth
- Implement a system where staff is rewarded for student achievement and removed if students are not achieving
- Recruit/retain effective teachers
- Quality professional development

- Use data to inform teaching
- Engage the community
- Provide teacher collaboration time
- Use vertically aligned curriculum
- Provide schools flexibility over staffing, calendar, schedule, budget

Pros *How does this build on strengths?* *How does this facilitate change?* *How does this reduce obstacles?*	Cons *How does this negate strengths?* *How does this impede change?* *How does this reinforce obstacles?*
✓ We could compensate good teachers and laid off bad teaches ✓ Recruit good teachers and keep competent teachers ✓ More quality professional development for teachers ✓ Longer school year ✓ Work with the community ✓ Evaluation process ✓ Use data to plan better	✓ The union needs to approve this transformation model ✓ Loose the principal ✓ Laid off teachers because of exams' results

Families / Community Input

Applying for Funds at this Time: (list not exhaustive)
- Submitting an application: 2010-11 vs. 2011-12 vs. Not at all
- Considering the gains to date and likelihood of further improvements
- Considering unified vs. opposing goals of community
- Timeline for change / implementation
- Consideration of alternatives to SIG grant
- Add value of resources / change strategy

Pros	Cons
✓ Keep staff ✓ Time to evaluate current program ✓ Maintain stability ✓ Timeline is too short to make changes adequately ✓ Less interruption to students	✓ How will we improve without money ✓ School Site Council has a limited budget ✓ If we do not apply we may loose our priority on the list ✓ We may loose our opportunity

Families / Community Input

✓ Time to wisely consider, research, plan, engage community ✓ Try out ✓ No disruption for students / staff ✓ Less work over summer ✓ More time to show growth ✓ The least disenfranchising and destabilizing option ✓ Build solidarity among teachers and students ✓ Continue what's working and change/improve what's not ✓ We could get the support we need instead of trying to fit into the constrains of a particular model	✓ No Money ✓ No additional support from district ✓ Not taking immediate action ✓ Potentially lose out on grant opportunity ✓ Would the district provide enough support for us to make the changes we need to?

Roots International Academy
SIG Grant Parent Meeting
April 1, 2010
5:30p.m.-7:30p.m.

I.   Welcome

II.   School Needs Assessment – Small group discussion

III.   Overview of School Improvement Grant

IV.   Pros and Cons of the four options – Small group discussion

V.   Next Steps

VI.   Exit Ticket

ALLIANCE Community Meeting
Draft Agenda
Tuesday, April 13, 2010

1. Dinner (serve and sit down again)   10 minutes

2. Welcome: Principal   2 minutes

3. Purpose/Frame: Principal   2 minutes

4. OCO Credential and Background: OCO leader/staff   2 minutes

5. Presentation of Pros and Cons and Recommended Options

   a. Family Committee   10 minutes

   b. Teacher Committee   10 minutes

6. Questions, answers, discussion: 20 minutes

7. Dot voting with written comments on post-its   10 minutes

8. Analysis of Dot Voting and final decision   20 minutes

9. Turn-out & speakers for school board on Wed   5 minutes

10. Appreciations   5 minutes

We propose posting chart paper around the room with the 5 options and giving each person a ziplock bag with two colored dots, some post-its and a golf pencil (OCO will provide).

One dot will have the #1 and one dot will have the # 2.

We will do ranked choice voting among the options.

People can write comments about the options on the post-its and put them on the chart paper as well.

	ya terminó y las escuelas que podrían recibir a los estudtiantes, como Montera, están llenas.

Pregunta: ¿Cuál definición de alto rendimiento se utilizaría? ¿La determinación se basará en la puntuación de API, o en el sistema escalonado de OUSD? Las escuelas con un API alto pueden estar haciendo peor con los niños de nuestro barrio.

Modelo de Cambio (Carmen Rodríguez presentará esta opción para la comunidad)

Pros	Contras
1. Día escolar más largo o año escolar más largo 2. Desarrollo profesional más riguroso 3. La instrucción impulsado por datos de logro 4. Apoyo social-emocional para los estudiantes	1. Tendríamos que negociar con el sindicato de maestros para poder contratar a los profesores que queríamos sin tener en cuenta la senioría 2. Perderíamos a la directora: • Siempre está en las aulas, pasillos y cafetería, muy visible • Conoce a los niños y es accesible a los padres • Conoce al nivel de rendimiento de los estudiantes 3. Perder a la ½ del personal • Desestabilizará a la escuela • El personal es un equipo que ha estado juntos por 2 años

Reinicie (Tajada Scarbrough presentarán esta opción para la comunidad)

Pros	Contras
1. La directora quedará 2. No seríamos obligados a despedir a la mitad del personal, pero podríamos estratégicamente mantener a los profesores cuya visión está alineada a la visión de la escuela 3. Podríamos escoger entre las mejores partes de otras opciones 4. Podríamos obtener una gran cantidad de dinero	1. La línea de tiempo es corto para iniciar una escuela "charter" 2. Queremos mantener a la mayoría de los profesores, y no sabemos si ellos quieren trabajar en una escuela charter 3. La mesa directiva de OUSD no quiere a las escuelas charter. Será una lucha para conseguir que la apruebe.

No aplicar (Tajada Scarbrough presentará esta opción para la comunidad)

Pros	Contras
1. Mantenemos lo que tenemos en términos de nuestra directora y los maestros 2. Podemos buscar la manera de despedir a las personas que no queremos sin que el Gobierno nos obliga hacer otras cosas 3. Podemos ir con la directora y pedir cambios que mejoren a la escuela 4. Mantener al personal que tenemos vale más que obtener una subvención federal	1. No hay garantía de que podríamos aplicar después de el dinero de SIG 2. No sabemos lo que está sucediendo a nivel de distrito con los recortes presupuestarios y cierre de escuelas. Podría dejarnos vulnerables a la consolidación 3. El distrito no respetará esta decisión y se va a imponer lo que ellos quieren 4. No sabemos qué va a pasar con la ley estatal. Puede ser que seamos forzados a implementar una opción en el futuro. 5. Probablemente ECP aplicará para el $ SIG, así que habrá un desequilibrio de recursos entre las dos escuelas.

Recomendación del Comité de Familias

1. Reiniciar es la mejor opción para la Academia Alianza, ya que permite que la escuela reciba el dinero SIG, nos permite mantener a la directora y a los maestros que queremos, podemos tener la máxima flexibilidad en términos de cómo mejorar los resultados de los estudiantes, y nos protege de la consolidación durante la crisis presupuestaria de OUSD.

2. No aplicar es la segunda mejor opción para la Alianza, pero las familias sólo acepta si los profesores están de acuerdo con el modelo de reinicio, si el estado vuelve e insistir en que ponemos en práctica una opción. Necesitamos tener una carta de petición de charter lista.

OCO / Alianza Comité de Familias
Lunes, 5 de abril 2010
5:00 pm

Los participantes de Alianza:
Manuel Morales
Tajada Scarbrough
María Sánchez
Carmen Rodríguez
María Rodríguez

Participantes de OCO:
Sin Hae Thomas
Jesús Rodríguez
Liz Sullivan

Análisis de pro y en contra

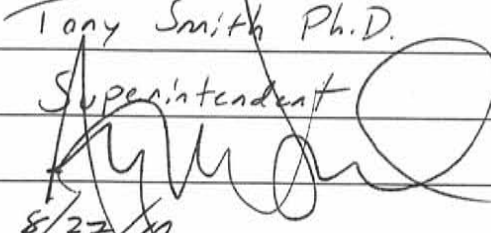**Transformación (Manuel Morales presentará esta opción para la comunidad)**

Pros	Contras
1. La evaluación de los maestros se basará en el crecimiento de rendimiento de los estudiantes	1. La pérdida de la directora
2. Premiar (no necesariamente con $) a los profesores para el crecimiento del rendimiento de los estudiantes	2. Es difícil diseñar un sistema para medir la eficacia de los profesores
3. Despedir a los maestros cuyos estudiantes no muestran el crecimiento de rendimiento	3. Cambios al sistema de evaluación de los maestros deben ser negociados con el sindicato
4. La autonomía y el apoyo del distrito	4. No hay pruebas de que OUSD tiene la capacidad para prestar apoyo intensivo a una escuela autónoma
5. Currículo verticalmente alineado	

Cerrar a la Escuela (María Rodríguez presentará esta opción para la comunidad)

Pros	Contras
Ninguna	1. No existe un plan para los estudiantes: ¿qué pasa con ellos?
	2. No hay $ de SIG para apoyar a los estudiantes en su transición a las nuevas escuelas
	3. No hay escuela de más alto desempeño en este vecindario
	4. Es demasiado tarde para poner en práctica porque el proceso de las opciones

Assurance of Fulfillment of Program Requirements with Reduced Grant Award

I hereby certify that the agency identified below will fully and effectively implement all elements of its approved 2009–10 School Improvement Grant (SIG) plan, including all required elements of the selected intervention model at each SIG funded school, as defined by applicable federal statutes and described in our agency's revised SIG application. The reduction in 2009–10 SIG funding from the amount initially requested by our agency will not interfere with our ability to fulfill all required elements of the selected intervention model(s) for our SIG-funded school(s).

Agency Name:	Oakland Unified School District
Name of Authorized Executive:	Tony Smith Ph.D.
Title of Authorized Executive:	Superintendent
Signature of Authorized Executive:	
Date:	8/27/10